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VOL. XXV., NO. 26. Whole No. 594.  
Published by E. L. Kellogg & Co., 21 Park Place.

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New York, June 30, 1883.

## THE Scholar's Companion FOR JUNE

Will be accorded a heartier welcome than usual, by its hosts of young readers. The number is filled to overflowing with interesting things, among which may be particularly mentioned, four illustrated articles, about "Apes," "How Mr. Gerry was Surprised," "The Obelisk," and the "Brooklyn Bridge." Besides these there are not less than thirty other pieces, embracing a story with an excellent moral entitled "How Ned Took a Stand," "The Lenox Library," biographical sketches of George Stephenson, Hector Berlioz, and Oliver Wendell Holmes; acceptable suggestions about "Authors Worth Reading," an interesting account of "How Needles Are Made," a new dialogue full of innocent satire called "Real Hard Study," and several pieces suitable for declamation or recitation. "The School-Room," a "Writing Club," and "Letter-Box," the three departments in which so much interest has centered, have each a most attractive contents. This is the last appearance of these departments until September, the usual vacation of two months being taken by their conductors in agreement with the little monthly's true character: a companion of school children. Greater attractions than ever are promised for next term and 50 cents for a year's subscription will prove the best investment a boy or girl could make.

THERE are thirty-six pages in this Special number; we ask a reading of the advertisements; they show that the publishers are spending money in a more lavish manner than ever. If teaching improved as fast as the text-books the educational millenium world would be close at hand.

THE "History of the New York State Teachers' Association," published by E. L. KELLOGG & Co., will be found a very interesting volume. It contains sketches of the noted educators of New York State. It has portraits of all the presidents of the Association and is bound in a handsomely illuminated cover. New York teachers wherever they are will welcome it. Price 50 cts.

THE editors and publishers of the JOURNAL will take a vacation during the last half of the month of July. ~~There~~ There will therefore be no issue of the Journal during the last two weeks of July—that is the issues of July 21 and 28 will be omitted. This will give our subscribers fifty issues per year. We are sure they will not grudge us two weeks' vacation, when they get twelve. Lucky are the school-masters and school-mistresses in having a vacation.

THIS number of the SCHOOL JOURNAL will command attention for many reasons. It is our annual "Special Number" planned for the various Conventions and Associations, and Institutes. An examination of its pages will show that advertisers have patronized it very liberally—especially the book publishers. The pages of the JOURNAL at this season offer unusual and valuable opportunity to make announcements to the educational public. At the numerous gatherings that occur at this time the teachers expect to find whatever has an educative value; we believe the JOURNAL of indispensable value to them. This number is hardly a sample of what has called forth enthusiastic praise from its subscribers. Though it has an extra number of pages of advertisements, it has also an extra number of pages of reading matter.

PROF. E. A. SHELDON, the principal of the Oswego Normal School, that has a glorious name and fame of its own, says: "I agree with Col. Parker, that there can be no such thing as teaching to read by a 'Sentence Method,' a 'Word Method,' but that these are NECESSARILY all combined in teaching children to read, whether the teacher recognize them or not."

WHY is it that at normal school commencements themes pertaining to practical education are not discussed? At the "sixteenth commencement" of the Emporia (Kansas) normal school, one graduate gave an oration on "The Science of Education;" the titles of the others were "Unworked Material," "Where are the Ships of Tyre?" "Ancient and Modern Justice," "Light, More Light," "The Significance of Public Festivals."

THAT education conduces to morality and religion must be the conclusion of all candid observers. Mr. Mundella, at Sheffield, England, recently said that since the passing of the Education Act in 1870 a marked change had taken place in the relative progress of Sunday and day schools. Before 1870 the number of children attending Sunday-schools was double the number of those attending day schools, but now, while there were in the Sunday-schools about 4,000,000, the attendance at day schools was 4,100,000, while the latter had increased greatly the former had also increased. The future of Sunday-schools depends on the character of the teachers and the style of teaching.

THE Board of Education of New York city at its meeting passed this resolution:

"That we part with William Dowd with feelings of sincere regret; that we shall miss his good common sense in relation to educational matters, his sound and economic views on finance, and his steady and persevering industry in arriving at right conclusions on all matters before the Board."

This testimony has been well earned by Mr. Dowd, a sound friend of popular education, and withal a man of progressive ideas; he sees and feels that it is the teacher that makes the school valuable and that everything else is secondary.

### FIVE EDUCATIONAL GATHERINGS.

The New York State Teachers Association at Lake George, occurs July 5, 6 and 7.

The National Educational Association takes place at Saratoga, July 9, 10 and 11.

The American Institute takes place at Fabyan's (White Mountains), July 12, 13 and 14.

The Ohio State Teachers' Association meets at Chautauqua, N. Y., July 3, 4, 5.

The Penn. State Association meets at Williamsport July 10, 11, 12.

Full particulars of several of these have appeared in preceding numbers of the JOURNAL.

### THE GREAT THEME.

During the vacation months of 1883, the teachers will assemble to discuss various themes connected with their work. Some of these themes will bear little relevancy to the important mission of the teacher; it may be said in fact, of very many of the themes that the discussion of them will not advance the cause of education a particle. The question of overshadowing importance, whether it be debated or not, is, "How shall none but those qualified by special training, natural endowments, and requisite acquirements be employed as teachers?"

1. That only proper persons shall obtain the title of teacher is of importance to every teacher whether in the primary school or college. As it at present stands any one may assume this noble title at his pleasure. Thus, those who have spent years in preparing themselves for their high calling, are ranked with those who enter without any



preparation. We have before us a letter from a young man of ability and experience as a principal at a salary of about \$1,200, who has just been notified that his successor is to be a young lawyer positively without any school-room experience whatever, his income in the law was doubtful, you see; he announces himself to be a teacher, because his income will be sure. "Such shames are common."

2. In the State of New York that spends \$160,000 annually on the education of teachers at large—the various cities spending an equal amount, about 1,000 teachers out of 30,000 have diplomas. Of the other 29,000 some possess much skill doubtless, but a very, very large number obtain licenses not on account of any special fitness, but because no means for conferring skill exists. What is true of New York State is true of other states; a great chasm is apparent; the states never will provide facilities for training all of its teachers. *That the teachers must do for themselves.*

3. The time has come when there should be organized in every county, by the teachers, a county normal school or institute whose office should be to teach and train those who wish to be teachers and who cannot be induced to attend the state normal school. Let the teachers seize the opportunity; it waits for them. Let the teachers confer the degree of teachers; to them the power rightfully belongs.

This theme, then, the practical preparation of teachers, is the one that associations of teachers should discuss. It will not be done of itself; we shall not wake up some morning and find every teacher possessing the certificate of an authorized body of competent teachers assuring his skill. If the teachers are not interested in the preparation of teachers, who are? Hence we urge every convention and association not only to pass resolutions, but to appoint persons in each county to organize these county normal schools.

Education now exists *in form*; it will not pass out of this stage without an effort. The "coming teacher" is not to be an Ichabod Crane, but a man of intelligence and culture possessed of the skill of the past acquired of his fellows, and not from crude and useless experiment.

Let the associations take hold of the work of preparing teachers, and devise plans where by it may be done; let them decide after discussion, upon methods of actually training teachers. The field is unoccupied; the people are willing; the would-be teachers are desirous of aid; the school-rooms fairly cry out that better work be done within them.

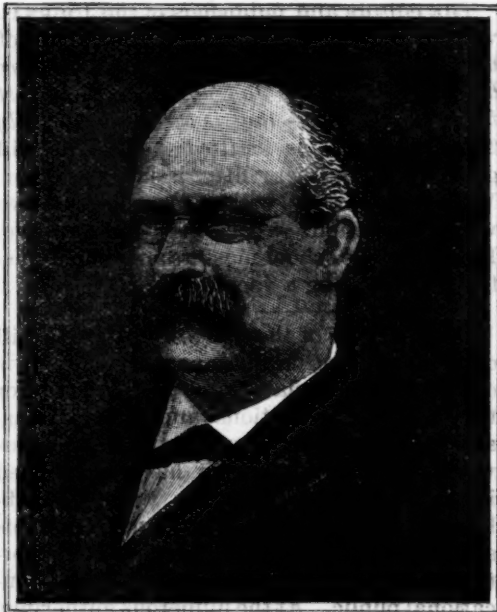
The new book, "Notes of Talks on Teaching," by Col. Parker is having a great run. No educational book ever sold as this has; *one thousand copies in three days.* A new edition has been put to press, for the demand increases. The opinions of those who have read it are that it is going to do what has long been wanted, improve one hundred per cent. the methods of teaching. The publishers not only want every teacher to see the book, but to aid its sale at all meetings, conventions. If there is a single educational meeting and it is not on sale write to the publishers and name a suitable person to act as agent.

#### FRANCIS W. PARKER.

(From "Notes of Talks on Teaching," by Miss Lelia E. Patridge, and published by E. L. KELLOGG & Co., Price \$1.00.)

There is, perhaps, no name more widely known among the teachers of this country, than that of Col. Francis W. Parker. The results of his supervision of the Quincy schools have made him the most talked of, if not the most popular educator of our time. Whatever may be thought of him or his work—and it would be idle to deny that opinions differ regarding both—he is acknowledged, even by his opponents, to be one of those who are destined to mold public opinion. Concerning such the world is always curious. We desire to know their history, their environment, that we may judge their power. I have, therefore, persuaded Col. Parker to give me the salient points of his life, more especially those that bear upon his career as a teacher, and these I have thrown into shape and order in the sketch which follows.

Francis Wayland Parker, born October 9th, 1837, in the town of Bedford (now Manchester), N. H., came of a race of scholars and teachers. His great-grand-father on his mother's side was Librarian of Harvard College and a class-mate of Hancock's. His mother taught for several years before her marriage, showing marked originality in her



*Yours truly,  
Francis W. Parker*

methods, and all her children were born teachers.

From earliest childhood he talked of being a teacher. It was always his dream and his one ambition. His father dying when Francis was but six years old, at eight the boy was bound out, according to New England phrase, that is, apprenticed, to a farmer till he was twenty-one. But nature was too strong for circumstance. A farmer he could not, would not be, and at the age of thirteen he broke his bonds, and started out into the world for himself. Without money, influence or friends, for he had angered his friends by this move, he struggled on for the next four years, doing whatever he could find to do, and going to school whenever opportunity offered. Then he put his foot on the first round of the ladder, he obtained his first school. It was at Corser Hill, Boscawen, (now Webster), and he was paid fifteen dollars per month.

This venture proved successful, though many of his pupils were older than their teacher, and some (he says) knew more. The next winter he taught at Over-the-Brook, in the town of Auburn, for seventeen dollars a month, and "boarded around." From this time his services were in such demand in the town, that he taught, not only in the winter schools for the next three years, but opened a "select school" on his own account during the

autumn months. One term of teaching in Hinda-dale, and one in the grammar school of his native village, ended his work in New England for several years.

In the fall of 1859 he received a call to the Principalship of the graded school at Carrollton, Ill., and there he remained till the breaking out of the war in the spring of 1861. He enrolled as a private in the Fourth New Hampshire Regiment and he fought all through the war, became lieutenant, captain, lieutenant-colonel, and brevet colonel. He was wounded in the throat and chin at the battle of Deep Bottom, August 16th, 1864: was taken prisoner by the rebels at Magnolia, N. C., and released just as peace was declared.

Many ways were open to his choice. Military preferment, political office, excellent business positions were offered to him at this time, but he declined them all. His passion for teaching was too strong for these to tempt him. He never wavered for a moment, not even when his best worldly interests seemed to be at stake. A teacher he was born, a teacher he would live and die. He accepted the Principalship of the North Grammar School of Manchester, N. H., at a salary of eleven hundred dollars, and held the position for three years. From there he went to Dayton, Ohio, in 1869, to take charge of the school in District No. 1. Here he had the supervision, not only of the grammar grades, but of the primary; and now his primary work began. He had all along had his own way of doing things, and had from the very first his conception of how teaching should be done. Indeed, he tells, with some amusement at his own audacity, how, when only eight years old, he rose in school one day and informed the teacher that he didn't know how to teach! Even war, with all its horrors, did not wholly absorb his mind from its favorite theme. Often, as he sat before the camp fire, or lay in his tent at night, he studied how the mind grows, and planned many of the methods which have since made him famous. It was in Manchester where he used to work all day, and then spend half the night preparing for the next, that he first began to apply his theories. But in the primary schools of Dayton, he felt for the first time that he had begun at the beginning of the great work of mind development. At the end of the year he became Principal of the Dayton Normal School, a position he held for two years, being then elected Assistant Superintendent of the City Schools.

No one who steps out of the beaten track can walk long in his new path unchallenged. To desert the old, to fail in respect for the traditional, to imply that customary ways of doing things might not be the best ways, is treason and high treason. This Col. Parker was made to feel, and feel keenly. Though a soldier, he loved peace better than war, but he began to see, as time went on, that his fighting days were not yet over. More and more he found himself antagonizing the convictions of his fellow-teachers, as day by day he grew away from the time-honored traditions of his vocation. They would not agree to his views, he could not agree to theirs; and one party must be in the wrong—which was it? Where did truth lie? It would seem with the majority. But he would not give up what seemed to him to be clearly right without reasons. He would consult the highest authorities in the art of teaching, and learn if he were wrong. Accordingly, in the fall of 1872, he went to Germany, and entered King William's University at Berlin for a two years' course in philosophy, history and pedagogics.

It need not be said that his opinions found confirmation strong in that centre of intellectual development, and he returned to his native land eager for an opportunity to put his theories, now fully fledged, into practice. It was certainly a singularly happy coincidence that just about this time one of the most intelligent school committees of these United States, located at Quincy, Mass., made a discovery which forced them to a conclusion, and that in turn decided them to make an experiment. Their discovery was, that after eight years of attendance in the public schools, "the children could neither write with facility nor read



fluently; nor could they speak or spell their own language very perfectly." Their conclusion was "that the whole existing system was wrong—a system from which the life had gone out. The school year had become one long period of diffusion and cram, and smatter had become the order of the day."

They determined to try the experiment of having a Superintendent of Schools, so Col. Parker went to Quincy, and nothing since the time of Horace Mann has created such a sensation as his five years' supervision of those schools.

Said his committee in their report after he had left them: "For five years the town had the benefit of his faithful, intelligent and enthusiastic services. In these years he transformed our public schools. He found them machines, he left them living organisms; drill gave way to growth, and the weary prison became a pleasure house. His dominant intelligence as a master, and his pervasive magnetism as a man, informed his school-work. He breathed life, growth and happiness into our school rooms. The results are plain to be seen before the eyes of every one, solid, substantial, unmistakable. They cannot be gainsaid or successfully questioned." Said Charles Francis Adams, Jr., in his paper on the "New Departure in the Common Schools of Quincy," "The revolution was all-pervading. Nothing escaped its influence; it began with the alphabet, and extended into the latest effort of the grammar school course. So daring an experiment as this can, however, be tested in but one way—by its practical results, as proved by the experience of a number of years, and testified to by parents and teachers. Out of five hundred grammar-school children, taken promiscuously from all the schools, no less than four hundred showed results which were either excellent or satisfactory, while its advantages are questioned by none, least of all by teachers and parents. . . . The quality of the instruction given has been immeasurably improved."

Such a success as this, heralded abroad by the thousands who visited the Quincy schools, could not fail to bring advancement in its train. Accordingly, when in 1880 Boston gave the country Superintendent a call to "come up higher" and be one of its Supervisors, he accepted, and at the expiration of his time of service (two years) was re-elected for a second term. In October, 1882, Col. Parker received an urgent call to the Principalship of the Cook County Normal School (just outside Chicago), at a salary of five thousand dollars; and later, the same year, was offered the Superintendency of the city of Philadelphia, at a still higher salary. In December he resigned his position in Boston, and yielding to his overmastering desire to teach, declined the office of Superintendent, which Philadelphia would gladly have given him, and accepted instead, the charge of the Normal School in Illinois. The first day of January 1883, he entered upon his duties as Principal of the Cook County Normal School, where he is now working with all his characteristic force and spirit.

For the SCHOOL JOURNAL.

#### THE OLD AND THE NEW.

It is becoming more apparent each month that a new school of teachers is being formed in this country. This does not mean that the teachers of the past did not do their best; it does not mean that some new principle has been discovered; it means that we have arrived at a state of progress where it is possible to lay a foundation for a science of education.

If we go back but a few years we shall find it was never supposed there were principles underlying the art of education. A young man, fresh from a college, academy, or district school, applied for occupation as a teacher, and the first questions were "Can you govern the children? Can you make them mind you?" He who could keep good order was sure of the highest wages and steady employment. What was known about teaching each one learned for himself and by himself. No applicant was asked: "Do you understand the science and art

of teaching?" For the public never suspected that these existed.

But among thinking teachers a need of special instruction was felt; the early speakers on education began to mix some special directions with generalities about good order, thoroughness, earnestness and moral influence. The era of Normal Schools arrived, and they were born with difficulty; the people scouted the idea that young men and women could learn to teach. A very common saying was "If a man can teach he can, and that is all there is about it." Teachers' institutes are passing from the stage in which they merely review arithmetic and grammar, to that in which the science of education is taught in an elementary manner.

We are still in an inchoate condition. There is a vast public that do not conceive that the teacher needs a special training for his work; there are thousands of teachers that deride this proposition. With them, learning lessons is the pupil's duty; hearing lessons the teacher's. They reject the idea that lesson hearing may attain perfection in the school-room, and the pupils be uneducated. These hold that education is the result of lesson-hearing, be that person who he may.

Gradually there has been growing up a belief that principles of education are attainable, and that successful teachers of all ages have in some way discovered and practiced them. This has led to a careful survey of the methods employed; these methods are declared good if they are in accordance with the principles discovered. This has led to a marked change in the way in which teachers' meetings are carried on. Methods of teaching have become the leading feature; the "glittering generalities" about the "importance of education" the "value of education," "the State and education" are being laid aside for the more practical subjects.

This movement has been accumulating force each year, but not without protest. The efforts of Mann and Page and Tweed and Sheldon and Eliot and Rickoff and Walton and Parker and Seaver and Stanley Hall and Dickinson and thousands of others, whose names are too numerous to be written on this page have gradually built up a school of teachers that has come to be known as the new school. The rapid additions made to this division of late, show that the school is becoming popular, and here the danger lies. There are thousands who know nothing of education as a science, but yet who claim to expound the new education. The New Education is not a name. He who best understands the principles of education and whose methods are in accord with those principles, may be ranked as a disciple of the new education. Here is the dividing line: the New School means that education shall be respected, that teaching shall not be undertaken by novices, that the child's nature shall be respected, that the development of the mind is the great object to be aimed at and that the requirement of knowledge is secondary. The new school has already touched the public heart and aroused a deep sympathy in its operations. Candid men of the Old School feel, if they do not say, that they must increase but ours must decrease.

For the SCHOOL JOURNAL.

#### THE CITIES DEPEND ON THE COUNTRY SCHOOLS.

Dr. John Hall, in a talk to children in New York, once said he was thankful that he spent his boyhood amid the green hedge-rows and in the free air of the country. The sinew of our cities is drawn from the country. And yet many country boys think they have a hard time and small chance to become great or rich. They long to live in the city, believing success there would be easy. Let the country boys remember where they were brought up has less to do with success in life than the bringing up itself. Most of the great and good men in the world have started life in the country. In fact, it is the country that feeds the intellectual and business life of the cities. Without the country the city could not exist.

The testimony of most successful men is that they worked before and after school. In many cases, they earned whatever money they had to spend; many of them helped to support their parents. Here are some of the watch-words or maxims which these men think helped them succeed: "Honesty is the best policy." "All men are equal if upright and honest." "He is a rewarder of them that diligently seek him." "Do well whatever you do." "Do as you wish to be done by." "Perseverando vincant."

They mention as the chief causes of numerous failures of business and professional men, such things as these: "Dishonesty, cowardice, indolence." "Haste to get rich at any cost." "Liquor drinking, dishonesty, idleness." "Trying to do too many things instead of sticking to the thing one knows best." "Going into business too young." "Ill health." "Mistake in the choice of employment." "Failure to learn a trade, or to know any business thoroughly in all its branches."

If any country boy is unhappy in his home, his work, his school, and is itching to get to the city, let him first find in himself the spirit and power that make men successful, before he tries to take their place. Position does not make the man. The man makes his position.

For the SCHOOL JOURNAL.

#### A FEW CASES.

We are so sure that the great "American school-system" is the best in the world, that our eyes are closed to grave defects in it. When a man is proposed as a teacher and performs his work satisfactorily, we naturally expect that he will hold a position he has gained. But is this the case? When the school year ends no small number of capable men are notified that their services are no longer wanted. They are not charged with any fault—the board simply does not employ them. Here are a few cases.

Superintendent A—was a college graduate, a man of much culture, who had put aside a fine opportunity for making money in business in order to engage in teaching. He had gone up step by step, giving satisfaction at every point. He was an ardent Christian, and labored conscientiously as well as intelligently. The school-board of X—was composed of very intelligent men and, desirous of improving the schools, made search for a suitable man. They heard of A—, invited his acceptance of the position of superintendent. He began his work under good auspices. Several years passed. He had brought order out of chaos. The schools were on a higher plane. Meanwhile the school-board had changed; the men of character who had composed it went out of office, and were replaced by men who took office to wield the power of appointing teachers, give out contracts for repairs, etc. Supt. A—was no favorite of these men, and when they got a majority he was dropped.

Supt. B—was a normal school graduate; he sought teaching from a pure love of the work. He was very popular and very useful. He held his position just three years and was then dropped. Greatly against his inclination he became a book-agent. He takes this work because he is not likely to be turned out so long as he works faithfully.

Principal C—had charge of a large Union School. He was a very capable man, and suited the school board until he declined to recommend the appointment of a relative of one of the members. This member of the school-board had in his house the widow of his brother, who was killed in the war; it came to him like an inspiration one day, that he might get her appointed as a teacher, and thus save him considerable money. He urged her claims on C—, but as the widow was ignorant, did not succeed. He did succeed in having C—discharged; his successor appointed the widow in the primary department.

D—was an able man, at least he held his position for four years at a salary of \$1,000 without any complaint. At this time a nephew of one of the members of the school-board was graduated at college, and D—was told the salary was to be



cut down to \$800. He resigned, and the nephew was appointed; at the end of the year the salary was raised to the former figure.

E—was a normal school graduate and a man of great enthusiasm; he labored incessantly; he attended institutes and conventions; he read educational books and papers—but he was no politician. A wily fellow captured one member of the school-board and, after a good many cigars had been smoked, another member pronounced him a "good fellow," and he was worked in. E—awoke in amazement one morning to learn that faithful and satisfactory labor was not enough in our great and glorious system of free schools.

F—says he was turned out because a very enterprising book-agent was balked by him in the introduction of some text-books. This man determined to put out the text-books used in the school and F—at the same time. F—says he has learned to look out for the publishing houses. He was a very good teacher, and deserved a better fate.

G—insisted that a very rebellious boy in his school should be turned out. G—succeeded then, but was turned out himself at the end of the year.

H—insisted on having his teachers meet each week for educational purposes—he tried it but one year.

I—felt the need of improving the course of study—he was a man of marked skill; he held his position two years.

J—was equal to any missionary in his devotion. He was obliged to punish the son of a member of the school-board, and this begat enmity. This school-official began to extoll the vice-principal, and being an adroit fellow, had the salary cut down on pretence of economy. J—left and the vice-principal succeeded him.

On the whole, we commend this subject to the conventions; it is a painful theme.

For the SCHOOL JOURNAL.

#### IMPORTANT TEXT BOOKS OF THE YEAR.

During the twelve months, July 1882-July 1883, many important text-books have been issued by the publishing houses. That public education is steadily extending itself in our country is visible in the style of our text-books. Better text-books are issued each year, better in binding, paper and illustration, but especially in fitness for the hands of the pupil. A brief survey of the work of the year will make this apparent. The volumes referred to have had appropriate reviews in these pages.

##### ENGLISH LANGUAGE AND LITERATURE.

In this department great progress has been made, and this was naturally to be expected in view of the manifest tendency in educational affairs to enlarge the study of our own tongue; new views concerning the power and greatness of the English language are entertained. Several series of new readers have appeared in costly attire and indicate an advancing movement. Among the most notable of these are a series of three Supplementary Readers, the Modern School Readers,<sup>1</sup> in a series of five books, the first three volumes of Butler's<sup>2</sup> new series, and Swinton's<sup>3</sup> series in five books. All of these exhibit not only great artistic and mechanical excellence, but an increased fitness for school-room purposes.

An important novelty in this branch is found in the volumes of supplementary reading published during the year. The Modern Classics<sup>4</sup> and the Riverside Literature series,<sup>5</sup> for this purpose, have won much favor from teachers. In regard to English and American literature for more advanced pupils the publishers have answered the demand of educators, and published many treatises. Such are the volumes by Miss Buckland,<sup>6</sup> Mrs. Trimble,<sup>7</sup> Prof. Baldwin,<sup>8</sup> M. W. Smith<sup>9</sup> and A. H. Welsh.<sup>10</sup> The new books on elocution have been the Manual by Prof. Carson, of Cornell,<sup>11</sup> the excellent discourse on Vocal Culture by William and Francis Russell,<sup>12</sup> and Dr. Edward Brooks' Manual.<sup>13</sup> Closely related to the foregoing books on the Reading and Writing of English may be classed the new revision of Gould

Brown's Grammar of English Grammars,<sup>14</sup> a little guide "How to Write English,"<sup>15</sup> the Exercises by Profs. Long and Mickleborough, of Cincinnati,<sup>16</sup> Mr. Washburne's Studies in Early English,<sup>17</sup> and the accurate work of Mr. Bigelow on Punctuation.<sup>18</sup> Two very handy and practical volumes are "How to Talk" and "How to Write."<sup>19</sup> The Reading Chart,<sup>20</sup> and an Arithmetical Chart<sup>21</sup> will be found almost indispensable in the school-room. In Readings and Recitation, Nos. 1 and 2 of Reception Day,<sup>22</sup> have been placed before the public.

##### MATHEMATICS.

Among the new books in this department are the Ficklin Primary Arithmetic,<sup>23</sup> a part of the series by the same author whose Higher Arithmetic,<sup>24</sup> and Algebra<sup>25</sup> have been previously published; the Graded Examples of Swarthout and Farnham;<sup>26</sup> the New Arithmetic on the basis of Greenleaf;<sup>27</sup> the Graded Course in arithmetic by J. B. Thompson;<sup>28</sup> the White Arithmetics,<sup>29</sup> and the Crittenden Commercial Arithmetic.<sup>30</sup> In higher stages of the science the educational public have been gratified with a Trigonometry of rare worth in the book of Profs. Wait and Jones, of Cornell.<sup>31</sup> A number of important works in the subjects of Astronomy and Mechanics have appeared. Sharpless and Phillips;<sup>32</sup> R. A. Proctor's Easy Star-Lessons;<sup>33</sup> Johnston's Atlas of Astronomy;<sup>34</sup> Gillett and Rolfe's beautifully illustrated and admirable works.<sup>35</sup> The new text-books in Mechanics are Practical Mechanics, by J. Perry, M. E. of London;<sup>36</sup> a work on Cutting Tools, by Prof. R. H. Mason,<sup>37</sup> to say nothing of countless technological manuals of confined scope.

##### NATURAL SCIENCE.

This ever important department has not lagged behind the others. In Chemistry: the translation by Prof. Austen, of Rutgers College, of Prof. Adolph Pinner's standard German work,<sup>38</sup> and Dr. Leffman's Practical Treatise for beginners;<sup>39</sup> in Philosophy and Physics: Olmsted's College Philosophy in its third revision, by Kimball; the enlarged and improved Ganot's Physics;<sup>40</sup> the Intermediate text-book by Bowman, of Edinburgh,<sup>41</sup> and in Physiology and Anatomy: Dr. Mills' First Lessons in Physiology and Hygiene;<sup>42</sup> and Wilder and Gage's Anatomy.<sup>43</sup>

##### GEOGRAPHY.

Progress in map-making and other incidental work pertaining to geography is to be noted. The increase in English studies seems not at all to lessen the importance of a well made book on the subject. Appleton's Standard Series<sup>44</sup> are in two books; the Eclectic Series;<sup>45</sup> the geographies of McNally, Monteith and Frost<sup>46</sup> the Swinton Series;<sup>47</sup> Maury's<sup>48</sup> two books and the new edition of Mitchell's have all met with great success. The new ventures in Geographical Readers by the Scribners, and by Prof. Johannot,<sup>49</sup> likewise geography in reading and recitations as arranged by Wm. Swinton,<sup>50</sup> have proved, as we prophesied, very fortunate.

##### HISTORY AND GOVERNMENT.

Aids to the teaching of History and the forms of Civil Government have appeared from time to time in the shape of most serviceable text-books. The noteworthy publications in the past year were the Epitome of English History, by Agnes Kummer;<sup>51</sup> Barnes' Readings in Grecian History;<sup>52</sup> the enlarged Pinnock's England;<sup>53</sup> Lupton's concise History of England;<sup>54</sup> the improved Thalheimer General and U. S. Histories;<sup>55</sup> the Handbook of Civil Government by Suplee.<sup>56</sup>

##### MENTAL AND MORAL SCIENCE.

Text-books on Mental Science have not, by any means, ceased to issue from the press, and the tone of the later ones clearly indicates that it is to be taught in a better style than formerly. The works by J. F. Champlin,<sup>57</sup> Presidents Schuyler,<sup>58</sup> Mahan,<sup>59</sup> and Prof. Edward Brooks, are well adapted to actual use by the teacher, also a Moral Philosophy, and The First Book in Ethics by Champlin.<sup>60</sup>

##### DRAWING AND ART.

Since these subjects have acquired a permanency in courses of study, the facilities offered by the publishers in respect to manuals and text-books have been quite abundant. Noticeable publications

of the past year are, Hints for Pupils in Drawing and Painting, by Helen M. Knowlton;<sup>61</sup> Wm. M. Hunt's Talks on Art;<sup>62</sup> Drawing in Black and White, Charcoal, Crayon, Pencil, Pen and Ink, by Susan Carter;<sup>63</sup> Sketching in Water Colors, by Thos. Hatton;<sup>64</sup> the admirable series of English plates for flower painting;<sup>65</sup> the clever little treatise by Mrs. L. S. Kellogg on flower painting,<sup>66</sup> the well-arranged introductory lessons in drawing and painting, by Marion Kemble,<sup>67</sup> and H. P. Smith's admirable manuals.<sup>68</sup>

##### DIDACTICS.

To the many volumes on this subject the Notes of Talks on Teaching,<sup>69</sup> given by Col. F. W. Parker, has been the latest addition.

This brief survey shows the past twelve months to have been fruitful in more good text-books than any previous year, and it is our judgment that more money was expended in publishing these works than in any past year. And further, that probably only good text-books can be published hereafter.

##### ANCIENT AND MODERN LANGUAGES.

The interest in the natural method of teaching languages has caused the publication of many new books in German, French, and other modern languages, and a reconstruction of ancient-language methods. For teaching German, there is a new grammar by Sawyer,<sup>70</sup> in French a new second book by Worman, and Berger's original method have come into use. The new Latin books are the editions of Virgil, Cicero, Cornelius Nepos, and Ovid, a Virgilian dictionary by Friege, and Holbrook's first lessons.

##### MISCELLANEOUS.

In addition to the foregoing there are: Edwards' and Berens' hand-books of Mythology, Mrs. Doerner's Treasury of General Knowledge, the Condensed music book, "The Wavelet," for intermediate and primary schools, the manual of Home Gymnastics, the addition to Gow's ethical series, "Primer of Politeness," James' Phonography, Miss Parton's text-book on Household Management, and Cross' Short-hand Primer.

1. Cowperthwait & Co., Phila.; 2. Sheldon & Co., N. Y.; 3. E. H. Butler & Co., Phila.; 4. Ivison, Blakeman, Taylor & Co., N. Y.; 5. Houghton, Mifflin & Co., Boston; 6. Cassell & Co., N. Y.; 7. Chas. Scribner's Sons, N. Y.; 8. Eldredge & Bro., Phila.; 9. John E. Potter & Co., Phila.; 10. S. C. Griggs & Co., Chicago; 11. De Silver & Sons, Phila.; 12. William Wood & Co., N. Y.; 13. J. B. Lipincott & Co., Phila.; 14. Van Antwerp, Bragg & Co., Cincinnati; 15. G. P. Putnam's Sons, N. Y.; 16. Lee & Shepard, Boston; 17. A. S. Barnes & Co., N. Y.; 18. Leach, Shewell & Sanborn, Boston; 19. Clark & Maynard, N. Y.; 20. John Wiley & Sons, N. Y.; 21. Potter, Ainsworth & Co., N. Y.; 22. Collins & Bro. N. Y.; 23. D. Appleton & Co., N. Y.; 24. Roberts Bros., Boston; 25. E. L. Kellogg & Co., N. Y.; 26. University Publishing Co., N. Y.

#### N. Y. STATE EXAMINATIONS.

By order of State Supt. W. B. Ruggles, applicants will be examined at the High School buildings in Albany, Binghamton, Rochester, Watertown and at the rooms of the Board of Education, New York city, commencing on Wednesday, the 11th day of July, 1882, at 2 o'clock P. M. Candidates must be present at the beginning, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Elementary Algebra and Plane Geometry. Latin may take the place of Geometry. They must also have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law.

Candidates passing in one or more of the studies are not required to be re-examined in the same, if they, within three years thereafter, at any subsequent examination, pass in all. The examination is open both to residents of New York and to such residents of other States as declare their intention to teach in this State.

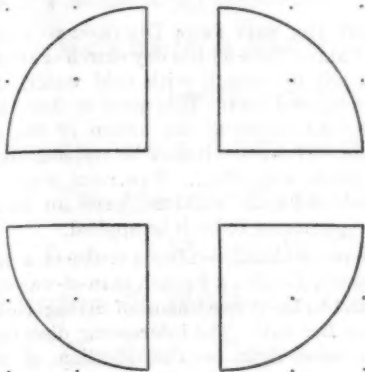
There seems some confusion in New York State as to when the recent law changing the time of the school year becomes operative. Superintendent Ruggles issues a circular stating that this law takes effect on the first day of January, 1884, and that the current school year will close as usual on the thirteenth day of September. The time for the annual school meetings, and for reports to the Department, for this year, will be the same as usual.



## THE SCHOOL-ROOM.

## HOW TO TEACH DRAWING.

The following notes of the third series of lessons given by Prof. H. P. Smith, author of "White's System of Industrial Drawing," to the primary teachers of N. Y. City, on methods of teaching drawing, were reported for the JOURNAL and will be found to be most practical and serviceable. There were between two and three hundred teachers present, and a deep interest was manifested. Prof. Smith's first objective point was to show how to teach the quadrants in the cut below.



No. 1.

Standing at the blackboard with book in hand, Prof. Smith said, "Let us begin the exercise with practicing how to hold the pencil in drawing lines in different positions. Close books. Lay them squarely on the desk. With the blunt end of your pencil pretend to draw a horizontal line from the upper left corner to the upper right as I count one, two, etc. Place the pencil on one point, fix the eye on the other point, and draw the line at one stroke. Hold your pencil at right angles to the line you are drawing. Rest the whole hand. Do not rest it on the little finger as in writing. Do not bend the little fingers nor the wrist, or your line will be curved. Watch my count. Now turn the arm and body, not the book, and draw from the upper left to the lower left corner, giving position for drawing vertical lines. Pencil at right angles or your line will be wavy. Now for oblique lines, from the upper left to the lower right corner and back; from the upper right to lower left corner, etc."

No. 2.

(This pencil-drill took but two minutes. Turning to the board he rapidly dotted it in squares, indicating the different columns by figures, and the different lines by letters. The teachers having been furnished with exercise-books that contained similar diagrams could readily follow the dictation.)

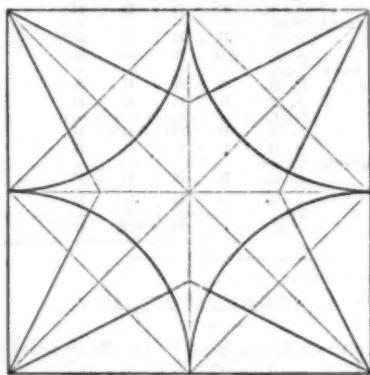
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

"Place your pencil on *a* 5, draw to *e* 5; from *e* to *e* 5, completing a right angle; from *a* 13 to *e* 13; from *e* 13 to *e* 17; from *i* to *i* 5; from *i* 5 to *m* 5; from *i* 13 to *m* 13; from *i* 13 to *i* 17. Now, from the points *a*, *a* 17, *m*, and *m* 17, draw four oblique lines to the curves. On these oblique lines measure off the length of the upright line. Through this point draw a curve from *a* 5 to *e* finishing the first quadrant. Repeat this on the other three corners.

Now show your pupils this form cut out of paste-board or wood, and it will attract their attention; create an interest; keep them from drawing flattened curves. At the next exercise in the same lesson, dictate the line *d* 6 to *d* 12. Let this line represent the upper side of a square. Draw the other three sides. Draw the diameters and diagonals. Divide each side of the square into six equal parts. On the diagonals measure off two of these parts from each corner of the square. Using the corner as a center, and two of these parts as a radius, draw a quadrant on each corner. From the ends of the diameters draw curves parallel to the first curves. This will complete your second exercise, and present a symmetrical arrangement." See No. 2.

(If the teacher will draw as above indicated, he will produce the attractive work that was on the blackboard.)

"Let the next lesson be done in the drawing-book with light lines. Pass among your pupils, helping here, suggesting there, and you will find that the variety of rapid drill given in the above exercise to form a correct mental figure, will enable

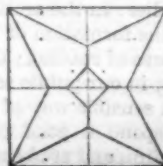
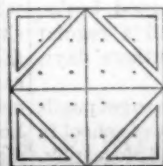
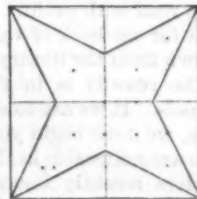
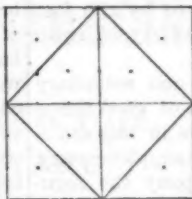


No. 3.

them to draw the four plain quadrants much more readily and perfectly than if you had spent the whole time on your final lesson."

(One of the teachers asked, "What would you do if only six pupils got the figures right in dictation?") The Professor replied in a very earnest manner, "If a child raise its hand during recitation, repeat your directions in the same tone, no explanations; move on; for the discipline of mind, the mental picture is what you are aiming at, not a perfect drawing. If only six have it right do not by any means repeat the same exercise. If you do it will hinder your progress. Repeat the same work if you will with different numbers, or in different position, or an entirely different figure, keeping, however, the same principle."

"Now let me show you rapidly how to cut into parts the figures you may find in your drawing-book, and how, by drilling your pupils on these parts, to make the gradual building up of the final

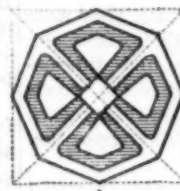


No. 4.

lesson most fascinating. Do not draw the same thing over and over again. It takes all the life out of a lesson, and will defeat the very end you aim at. See No. 3.

Let us suppose this figure—a figure composed of straight and curved lines in the square, to be your next lesson. I would approach it in this way." (Here Prof. Smith dictated and the teachers drew the following four exercises which, combined with the exercise already given on quadrants, plainly illustrate his method of building up a figure by progressive steps.) See No. 4.

(Perhaps the neatest bit of "honest cheating" as Prof. Smith calls it, was his way of getting the great amount of practice needed in drawing parallel lines, not only by variety of figures, but also by half-tinting the spaces in the background, and throwing out the form as shown in the accompanying three cuts.

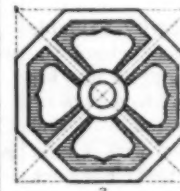


A summary of the plain, practical truths voiced in this lesson is given without attempting to amplify all the pithy suggestions, the nuggets of instruction with which it abounded.

"I need scarcely say that 'Order is Heaven's first law.' Some of your scholars have a



natural love of order, but others incline to disorder. It is your professed object to train them first in deportment, to give them character; then to induce in them a love of order, of systematic arrangement of work. How shall you best accomplish these desirable ends? No lesson



will help you more than drawing if you will only base your work on the principles I have tried to set forth.

(1.) Secure true attention. Every teacher knows that much time is wasted because children do not hear directions; they are not attentive, but only under a

pretense of attention while their acts show they are otherwise actively engaged; they may be looking at the teacher and still be thinking of something else.

(2.) Awaken active interest. How? By use of forms and objects held before the class to illustrate. By variety of method in presenting the exercise; e. g., in the same lesson you may draw the same exercise in at least three different ways.

(a) By dictation.

(b) By adding a copy of some simple design from the blackboard, thus changing the figure dictated.

(c) From pure copy.

Indeed your own invention will lead you into many different channels through which your instruction may flow in living streams. How can you draw the water of life from a stagnant pool? Vary your exercises. Do not repeat the same figure unless it be with changes. If you draw three equilateral triangles in the same lesson, let the result be different each time. Let your dictation be rapid for mental discipline, and use only straight lines. Leave curves for blackboard dictation. Do not be too anxious to get perfect drawings; rather give the pupil a perfect mental picture. Have your children cut out forms; this will help you greatly. Be careful to study the general appearance of each page. If the first page has on it five figures, let the second page have only three, or perhaps one, so the child may be attracted by the variety. As in table food variety is not only more palatable, but also more strengthening, so in drawing I can assure you from long experience, the same is true.

Study how to make geometric forms useful in drawing leaves and other natural objects. Make suggestions for your pupils. Sustain their interest and attention at all hazards, and your results will be marked, not only in drawing but in everything else you may attempt."



cut down to \$800. He resigned, and the nephew was appointed; at the end of the year the salary was raised to the former figure.

E— was a normal school graduate and a man of great enthusiasm; he labored incessantly; he attended institutes and conventions; he read educational books and papers—but he was no politician. A wily fellow captured one member of the school-board and, after a good many cigars had been smoked, another member pronounced him a "good fellow," and he was worked in. E— awoke in amazement one morning to learn that faithful and satisfactory labor was not enough in our great and glorious system of free schools.

F— says he was turned out because a very enterprising book-agent was balked by him in the introduction of some text-books. This man determined to put out the text-books used in the school and F— at the same time. F— says he has learned to look out for the publishing houses. He was a very good teacher, and deserved a better fate.

G— insisted that a very rebellious boy in his school should be turned out. G— succeeded then, but was turned out himself at the end of the year.

H— insisted on having his teachers meet each week for educational purposes—he tried it but one year.

I— felt the need of improving the course of study—he was a man of marked skill; he held his position two years.

J— was equal to any missionary in his devotion. He was obliged to punish the son of a member of the school-board, and this begat enmity. This school-official began to extoll the vice-principal, and being an adroit fellow, had the salary cut down on pretence of economy. J— left and the vice-principal succeeded him.

On the whole, we commend this subject to the conventions; it is a painful theme.

For the SCHOOL JOURNAL.

#### IMPORTANT TEXT BOOKS OF THE YEAR.

During the twelve months, July 1882-July 1883, many important text-books have been issued by the publishing houses. That public education is steadily extending itself in our country is visible in the style of our text-books. Better text-books are issued each year, better in binding, paper and illustration, but especially in fitness for the hands of the pupil. A brief survey of the work of the year will make this apparent. The volumes referred to have had appropriate reviews in these pages.

##### ENGLISH LANGUAGE AND LITERATURE.

In this department great progress has been made, and this was naturally to be expected in view of the manifest tendency in educational affairs to enlarge the study of our own tongue; new views concerning the power and greatness of the English language are entertained. Several series of new readers have appeared in costly attire and indicate an advancing movement. Among the most notable of these are a series of three Supplementary Readers,<sup>1</sup> the Modern School Readers,<sup>2</sup> in a series of five books, the first three volumes of Butler's<sup>3</sup> new series, and Swinton's<sup>4</sup> series in five books. All of these exhibit not only great artistic and mechanical excellence, but an increased fitness for school-room purposes.

An important novelty in this branch is found in the volumes of supplementary reading published during the year. The Modern Classics<sup>5</sup> and the Riverside Literature series,<sup>6</sup> for this purpose, have won much favor from teachers. In regard to English and American literature for more advanced pupils the publishers have answered the demand of educators, and published many treatises. Such are the volumes by Miss Buckland,<sup>7</sup> Mrs. Trimble,<sup>8</sup> Prof. Baldwin,<sup>9</sup> M. W. Smith<sup>10</sup> and A. H. Welsh.<sup>11</sup> The new books on elocution have been the Manual by Prof. Carson, of Cornell,<sup>12</sup> the excellent discourse on Vocal Culture by William and Francis Russell,<sup>13</sup> and Dr. Edward Brooks' Manual.<sup>14</sup> Closely related to the foregoing books on the Reading and Writing of English may be classed the new revision of Gould

Brown's Grammar of English Grammars,<sup>15</sup> a little guide "How to Write English,"<sup>16</sup> the Exercises by Profs. Long and Mickleborough, of Cincinnati,<sup>17</sup> Mr. Washburne's Studies in Early English,<sup>18</sup> and the accurate work of Mr. Bigelow on Punctuation.<sup>19</sup> Two very handy and practical volumes are "How to Talk" and "How to Write." The Reading Chart,<sup>20</sup> and an Arithmetical Chart<sup>21</sup> will be found almost indispensable in the school-room. In Readings and Recitation, Nos. 1 and 2 of Reception Day,<sup>22</sup> have been placed before the public.

##### MATHEMATICS.

Among the new books in this department are the Ficklin Primary Arithmetic,<sup>23</sup> a part of the series by the same author whose Higher Arithmetic,<sup>24</sup> and Algebra<sup>25</sup> have been previously published; the Graded Examples of Swarthout and Farnham;<sup>26</sup> the New Arithmetic on the basis of Greenleaf;<sup>27</sup> the Graded Course in arithmetic by J. B. Thompson;<sup>28</sup> the White Arithmetics,<sup>29</sup> and the Crittenden Commercial Arithmetic.<sup>30</sup> In higher stages of the science the educational public have been gratified with a Trigonometry of rare worth in the book of Profs. Wait and Jones, of Cornell.<sup>31</sup> A number of important works in the subjects of Astronomy and Mechanics have appeared. Sharpless and Phillips;<sup>32</sup> R. A. Proctor's Easy Star-Lessons;<sup>33</sup> Johnston's Atlas of Astronomy;<sup>34</sup> Gillett and Rolfe's beautifully illustrated and admirable works.<sup>35</sup> The new text-books in Mechanics are Practical Mechanics, by J. Perry, M. E. of London;<sup>36</sup> a work on Cutting Tools, by Prof. R. H. Mason,<sup>37</sup> to say nothing of countless technological manuals of confined scope.

##### NATURAL SCIENCE.

This ever important department has not lagged behind the others. In Chemistry: the translation by Prof. Austen, of Rutgers College, of Prof. Adolph Pinner's standard German work,<sup>38</sup> and Dr. Leffman's Practical Treatise for beginners;<sup>39</sup> in Philosophy and Physics: Olmsted's College Philosophy in its third revision, by Kimball; the enlarged and improved Ganot's Physics;<sup>40</sup> the Intermediate text-book by Bowman, of Edinburgh,<sup>41</sup> and in Physiology and Anatomy: Dr. Mills' First Lessons in Physiology and Hygiene;<sup>42</sup> and Wilder and Gage's Anatomy.<sup>43</sup>

##### GEOGRAPHY.

Progress in map-making and other incidental work pertaining to geography is to be noted. The increase in English studies seems not at all to lessen the importance of a well made book on the subject. Appleton's Standard Series<sup>44</sup> are in two books; the Eclectic Series;<sup>45</sup> the geographies of McNally, Monteith and Frost<sup>46</sup> the Swinton Series;<sup>47</sup> Maury's<sup>48</sup> two books and the new edition of Mitchell's have all met with great success. The new ventures in Geographical Readers by the Scribners, and by Prof. Johannot,<sup>49</sup> likewise geography in reading and recitations as arranged by Wm. Swinton,<sup>50</sup> have proved, as we prophesied, very fortunate.

##### HISTORY AND GOVERNMENT.

Aids to the teaching of History and the forms of Civil Government have appeared from time to time in the shape of most serviceable text-books. The noteworthy publications in the past year were the Epitome of English History, by Agnes Kummer;<sup>51</sup> Barnes' Readings in Grecian History;<sup>52</sup> the enlarged Pinnock's England;<sup>53</sup> Lupton's concise History of England;<sup>54</sup> the improved Thalheimer General and U. S. Histories;<sup>55</sup> the Handbook of Civil Government by Suplee.<sup>56</sup>

##### MENTAL AND MORAL SCIENCE.

Text-books on Mental Science have not, by any means, ceased to issue from the press, and the tone of the later ones clearly indicates that it is to be taught in a better style than formerly. The works by J. F. Champlin,<sup>57</sup> Presidents Schuyler,<sup>58</sup> Mahan,<sup>59</sup> and Prof. Edward Brooks, are well adapted to actual use by the teacher, also a Moral Philosophy, and The First Book in Ethics by Champlin.<sup>60</sup>

##### DRAWING AND ART.

Since these subjects have acquired a permanency in courses of study, the facilities offered by the publishers in respect to manuals and text-books have been quite abundant. Noticeable publications

of the past year are, Hints for Pupils in Drawing and Painting, by Helen M. Knowlton;<sup>61</sup> Wm. M. Hunt's Talks on Art;<sup>62</sup> Drawing in Black and White, Charcoal, Crayon, Pencil, Pen and Ink, by Susan Carter;<sup>63</sup> Sketching in Water Colors, by Thos. Hatton;<sup>64</sup> the admirable series of English plates for flower painting;<sup>65</sup> the clever little treatise by Mrs. L. S. Kellogg on flower painting,<sup>66</sup> the well-arranged introductory lessons in drawing and painting, by Marion Kemble,<sup>67</sup> and H. P. Smith's admirable manuals.<sup>68</sup>

##### DIDACTICS.

To the many volumes on this subject the Notes of Talks on Teaching,<sup>69</sup> given by Col. F. W. Parker, has been the latest addition.

This brief survey shows the past twelve months to have been fruitful in more good text-books than any previous year, and it is our judgment that more money was expended in publishing these works than in any past year. And further, that probably only good text-books can be published hereafter.

##### ANCIENT AND MODERN LANGUAGES.

The interest in the natural method of teaching languages has caused the publication of many new books in German, French, and other modern languages, and a reconstruction of ancient-language methods. For teaching German, there is a new grammar by Sawyer,<sup>70</sup> in French a new second book by Worman, and Berger's original method have come into use. The new Latin books are the editions of Virgil, Cicero, Cornelius Nepos, and Ovid, a Virgilian dictionary by Frieg, and Holbrook's first lessons.

##### MISCELLANEOUS.

In addition to the foregoing there are: Edwards' and Berens' hand-books of Mythology, Mrs. Doerner's Treasury of General Knowledge, the Condensed music book, "The Wavelet," for intermediate and primary schools, the manual of Home Gymnastics, the addition to Gow's ethical series, "Primer of Politeness," Fames' Phonography, Miss Parton's text-book on Household Management, and Cross' Short-hand Primer.

1. Cowperthwait & Co., Phila.; 2. Sheldon & Co., N. Y.; 3. E. H. Butler & Co., Phila.; 4. Ivison, Blakeman, Taylor & Co., N. Y.; 5. Houghton, Mifflin & Co., Boston; 6. Cassell & Co., N. Y.; 7. Chas. Scribner's Sons, N. Y.; 8. Eldredge & Bro., Phila.; 9. John E. Potter & Co., Phila.; 10. S. C. Griggs & Co., Chicago; 11. De Silver & Sons, Phila.; 12. William Wood & Co., N. Y.; 13. J. B. Lippincott & Co., Phila.; 14. Van Antwerp, Bragg & Co., Cincinnati; 15. G. P. Putnam's Sons, N. Y.; 16. Lee & Shepard, Boston; 17. A. S. Barnes & Co., N. Y.; 18. Leach, Shewell & Sanborn, Boston; 19. Clark & Maynard, N. Y.; 20. John Wiley & Sons, N. Y.; 21. Potter, Almsworth & Co., N. Y.; 22. Collins & Bro. N. Y.; 23. D. Appleton & Co., N. Y.; 24. Roberts Bros., Boston; 25. E. L. Kellogg & Co., N. Y.; 26. University Publishing Co., N. Y.

#### N. Y. STATE EXAMINATIONS.

By order of State Supt. W. B. Ruggles, applicants will be examined at the High School buildings in Albany, Binghamton, Rochester, Watertown and at the rooms of the Board of Education, New York city, commencing on Wednesday, the 11th day of July, 1882, at 2 o'clock P. M. Candidates must be present at the beginning, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Elementary Algebra and Plane Geometry. Latin may take the place of Geometry. They must also have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law.

Candidates passing in one or more of the studies are not required to be re-examined in the same, if they, within three years thereafter, at any subsequent examination, pass in all. The examination is open both to residents of New York and to such residents of other States as declare their intention to teach in this State.

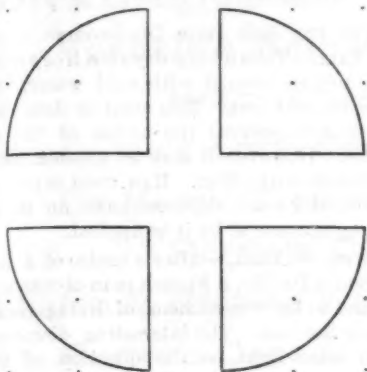
There seems some confusion in New York State as to when the recent law changing the time of the school year becomes operative. Superintendent Ruggles issues a circular stating that this law takes effect on the first day of January, 1884, and that the current school year will close as usual on the thirteenth day of September. The time for the annual school meetings, and for reports to the Department, for this year, will be the same as usual.



## THE SCHOOL-ROOM.

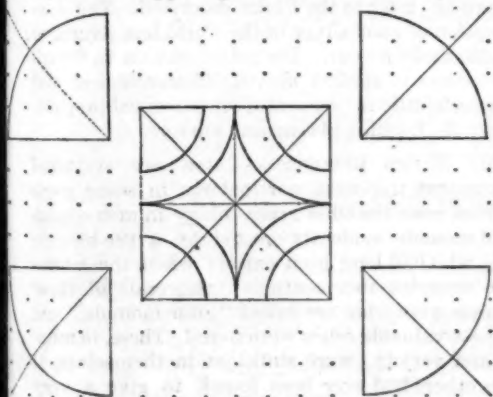
## HOW TO TEACH DRAWING.

The following notes of the third series of lessons given by Prof. H. P. Smith, author of "White's System of Industrial Drawing," to the primary teachers of N. Y. City, on methods of teaching drawing, were reported for the JOURNAL and will be found to be most practical and serviceable. There were between two and three hundred teachers present, and a deep interest was manifested. Prof. Smith's first objective point was to show how to teach the quadrants in the cut below.



No. 1.

Standing at the blackboard with book in hand, Prof. Smith said, "Let us begin the exercise with practicing how to hold the pencil in drawing lines in different positions. Close books. Lay them squarely on the desk. With the blunt end of your pencil pretend to draw a horizontal line from the upper left corner to the upper right as I count one, two, etc. Place the pencil on one point, fix the eye on the other point, and draw the line at one stroke. Hold your pencil at right angles to the line you are drawing. Rest the whole hand. Do not rest it on the little finger as in writing. Do not bend the little fingers nor the wrist, or your line will be curved. Watch my count. Now turn the arm and body, not the book, and draw from the upper left to the lower left corner, giving position for drawing vertical lines. Pencil at right angles or your line will be wavy. Now for oblique lines, from the upper left to the lower right corner and back; from the upper right to lower left corner, etc."



No. 2.

This pencil-drill took but two minutes. Turning to the board he rapidly dotted it in squares, indicating the different columns by figures, and the different lines by letters. The teachers having been furnished with exercise-books that contained similar diagrams could readily follow the dictation.)

a 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

b

c

d

e

f

g

h

i

j

k

l

m

n

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p

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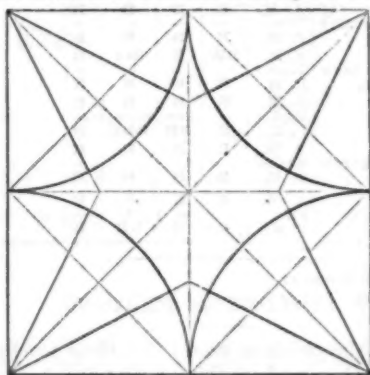
t

"Place your pencil on a 5, draw to e 5; from e to e 5, completing a right angle; from a 13 to e 13; from e 13 to e 17; from i to i 5; from i 5 to m 5; from i 13 to m 13; from i 13 to i 17. Now, from the points a, a 17, m, and m 17, draw four oblique lines to the curves. On these oblique lines measure off the length of the upright line. Through this point draw a curve from a 5 to e finishing the first quadrant. Repeat this on the other three corners.

Now show your pupils this form cut out of paste-board or wood, and it will attract their attention; create an interest; keep them from drawing flattened curves. At the next exercise in the same lesson, dictate the line d 6 to d 12. Let this line represent the upper side of a square. Draw the other three sides. Draw the diameters and diagonals. Divide each side of the square into six equal parts. On the diagonals measure off two of these parts from each corner of the square. Using the corner as a center, and two of these parts as a radius, draw a quadrant on each corner. From the ends of the diameters draw curves parallel to the first curves. This will complete your second exercise, and present a symmetrical arrangement." See No. 2.

(If the teacher will draw as above indicated, he will produce the attractive work that was on the blackboard.)

"Let the next lesson be done in the drawing-book with light lines. Pass among your pupils, helping here, suggesting there, and you will find that the variety of rapid drill given in the above exercise to form a correct mental figure, will enable

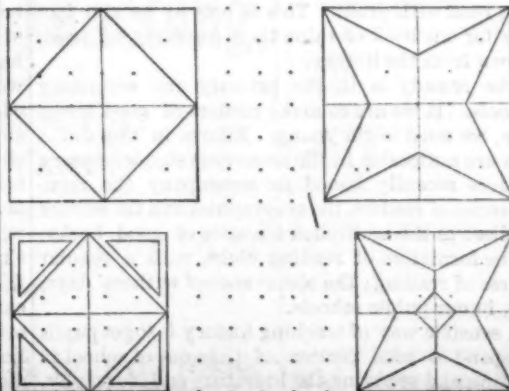


No. 3.

them to draw the four plain quadrants much more readily and perfectly than if you had spent the whole time on your final lesson."

(One of the teachers asked, "What would you do if only six pupils got the figures right in dictation?") The Professor replied in a very earnest manner, "If a child raise its hand during recitation, repeat your directions in the same tone, no explanations; move on; for the discipline of mind, the mental picture is what you are aiming at, not a perfect drawing. If only six have it right do not by any means repeat the same exercise. If you do it will hinder your progress. Repeat the same work if you will with different numbers, or in different position, or an entirely different figure, keeping, however, the same principle."

"Now let me show you rapidly how to cut into parts the figures you may find in your drawing-book, and how, by drilling your pupils on these parts, to make the gradual building up of the final



No. 4.

lesson most fascinating. Do not draw the same thing over and over again. It takes all the life out of a lesson, and will defeat the very end you aim at. See No. 3.

Let us suppose this figure—a figure composed of straight and curved lines in the square, to be your next lesson. I would approach it in this way." (Here Prof. Smith dictated and the teachers drew the following four exercises which, combined with the exercise already given on quadrants, plainly illustrate his method of building up a figure by progressive steps.) See No. 4.

(Perhaps the neatest bit of "honest cheating" as Prof. Smith calls it, was his way of getting the great amount of practice needed in drawing parallel lines, not only by variety of figures, but also by half-tinting the spaces in the background, and throwing out the form as shown in the accompanying three cuts.

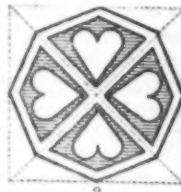


1

A summary of the plain, practical truths voiced in this lesson is given without attempting to amplify all the pithy suggestions, the nuggets of instruction with which it abounded.

"I need scarcely say that 'Order is Heaven's first law.' Some of your scholars have a

natural love of order, but others incline to disorder. It is your professed object to train them first in deportment, to give them character; then to induce in them a love of order, of systematic arrangement of work. How shall you best accomplish these desirable ends? No les-



2

son, will help you more than drawing if you will only base your work on the principles I have tried to set forth.

(1.) Secure true attention. Every teacher knows that much time is wasted because children do not hear directions; they are not attentive, but only under a pretense of attention while their acts show they are otherwise actively engaged; they may be looking at the teacher and still be thinking of something else.

(2.) Awaken active interest. How? By use of forms and objects held before the class to illustrate. By variety of method in presenting the exercise; e. g., in the same lesson you may draw the same exercise in at least three different ways.

(a) By dictation.

(b) By adding a copy of some simple design from the blackboard, thus changing the figure dictated.

(c) From pure copy.

Indeed your own invention will lead you into many different channels through which your instruction may flow in living streams. How can you draw the water of life from a stagnant pool? Vary your exercises. Do not repeat the same figure unless it be with changes. If you draw three equilateral triangles in the same lesson, let the result be different each time. Let your dictation be rapid for mental discipline, and use only straight lines. Leave curves for blackboard dictation. Do not be too anxious to get perfect drawings; rather give the pupil a perfect mental picture. Have your children cut out forms; this will help you greatly. Be careful to study the general appearance of each page. If the first page has on it five figures, let the second page have only three, or perhaps one, so the child may be attracted by the variety. As in table food variety is not only more palatable, but also more strengthening, so in drawing I can assure you from long experience, the same is true.

Study how to make geometric forms useful in drawing leaves and other natural objects. Make suggestions for your pupils. Sustain their interest and attention at all hazards, and your results will be marked, not only in drawing but in everything else you may attempt."



For the SCHOOL JOURNAL.

## PERCEPTION AND COMPOSITION.

BY GEO. W. GAMBLE.

The perceptive faculties can be made acute and powerful only by perceiving. The ability to compose can be secured only by composing. How can the perceptive faculties be made acute and powerful and the ability to compose be secured at the same time?

Yesterday, after one of my classes had done their regular school work, I sent them into an orchard, to observe and note upon their slates the differences between the apple and the pear blossoms. On their return to the school-room from the notes thus taken they wrote a composition, telling not only the differences between the blossoms, but many other facts about the trees.

To-day, after showing the class the difference between a palm-veined and a feather-veined leaf, I sent them into the woods to find both kinds of leaves, to describe the trees from which they were taken and to give a full account of their excursion. They were required to note the facts and differences upon their slates while they were in the woods and at the time of observation. Upon their return to school they were required to write a composition from the notes thus taken.

RESULTS.—The perceptive faculties were exercised in a highly pleasing manner. An abundance of facts was secured as a basis for a composition.

The facts, because the children discovered them themselves, were interesting. The regular school work was done quickly and thoroughly, as no one could go but those who had recited perfect lessons. Last, but not least, the children were happy.

For the SCHOOL JOURNAL.

## USES OF THE BLACKBOARD.

The walls of a school room are chiefly valuable as space for blackboards. The space behind the teacher's desk is for him. How may he use his blackboard to interest, to instruct and to govern?

He ought first to have some knowledge of and skill in drawing. A little practice with chalk, white or colored, will enable him to make his work legible, symmetrical and attractive. By the use of large four-sided crayons, one may write and print rapidly in large shaded letters. The teacher's board teaches constantly though silently, and should therefore be neat and orderly. Its lines and spaces should be regular and the writing bold and free.

In primary instruction, the blackboard is library, apparatus, everything. Other things come into use, but the knowledge gathered by or from them focused on the blackboard, which becomes the working point of the whole teaching machinery. Reading, writing, spelling, lessons on objects, morals and manners, geography, etc., are all taught from the board.

In advanced classes, the teacher's board has higher uses, chiefly supplementary to oral teaching and the text-book. Complex and confusing diagrams and demonstrations in books become clear as the teacher explains them and the pupil sees them grow on the board. Words mispronounced or misspelled are placed on the board correctly spelled and accented. Summaries, analyses, topical arrangements, examination questions, etc., are written on the teacher's board for drill or for study. Indeed the more one uses his board the more necessary and helpful he finds it.

It may be used to aid in government. The program of daily exercises will occupy space there. The writing of a rule or notice saves talk, fastens attention and promotes silence. The board may be divided by vertical lines, into three spaces. One of these will suffice for the program, another for mottoes, queries, etc., and the third for the order roll. Pupils will then be divided into sections, each of which has its number. They should sit facing the board. The order roll space will be subdivided into many vertical portions as there are sections, and each portion will be numbered to correspond to a section. Unnecessary noise or disorder in any section, as from dropping of books, or

slates, loud studying or whispering is immediately noted against the section by a blue mark in the appropriate column of the order roll. If any section receives no blue mark during a half day it receives a red mark. The section having the most red marks is excused first and has certain other privileges. At the close of the week the record of the board goes into the teacher's permanent conduct record, and the school starts Monday morning in a new strife. One or a small minority in a section may bring disgrace upon the whole, and need private treatment; but the majority are sure to make it uncomfortable for the disturbers and bring a moral force to bear in favor of order.

Brief, sententious thoughts, not too many, should be written. If there be hidden meanings in them, all the better. See that the children read and understand them, the blackboard will be of no use if the teacher himself forgets or slights it, or is fickle, or stupid, or even vain and ostentatious in its use. If the teacher's board be too small, the program may be posted on paper of large size, or the teacher can add to the blackboard surface with manila paper and a little liquid slating.

The program being omitted and B and R standing for blue and red respectively the board will appear at the end of the week somewhat as follows:

TO THINK ABOUT.	ORDER ROLL.	PROGRAM.			
Take care of the minutes, and the hours will take care of themselves.	A great river makes no noise.	SECTIONS.			
		1	2	3	4
The eyes are of little use if the mind be blind.	A. M.	R	B	B	R
	P. M.	B	B	R	R
A good head has a hundred hands.	A. M.	BB	R	BB	B
	P. M.	R	R	R	B
Gentleman—gentle man.	A. M.	R	R	R	R
	Wed.	B	B	BBB	B
	P. M.	B	B	R	B
	Thurs.	R	R	R	B
	Fri.	R	R	R	B
	P. M.	B	B	BB	R

For the SCHOOL JOURNAL.

## THE CHILDREN'S READING.

What do the children read? Do their teachers know? Do they read anything with relish? If so, is it the sensational blood-and-murder stuff so abundant and so cheap, or is it something both interesting, relishable and instructive? Again, is their appetite healthy or diseased? Or are they omnivorous readers of everything that comes along? There are dangers on both sides of this question of what and how much to read. On the one hand, they may read little or nothing, and miss the vigor, health and intelligence which good books impart. On the other, the hosts of magazines, newspapers and story books are likely to clog the appetite, or clutter the mind with unrelated and undigested facts. Or worse yet, they may encourage the habit of reading for mere pleasure or pastime. In either case there is danger that children will fail to get mental nerve and backbone, and never have courage to "dig" for knowledge.

We teach children arithmetic; we would like to teach them to draw, to use their muscles, to manipulate readily, to handle tools, to see what lies around them. The one thing we never teach them is to read with profit. This is proved by the fact that for one book of value there are forty of trash drawn from the library.

The remedy is in the primary and secondary schools. If we are to make readers of good literature, we must begin young. Efforts in this direction are noticeable in the numerous supplementary readers recently issued to accompany the regular series of readers, the geographies and the science studies; in the multiplied libraries of good books; in the formation of reading clubs, with a regular course of reading; the observance of authors' days, etc., in our public schools.

A sensible way of teaching history is to get pupils to spend a good portion of time out of school in reading and studying the literature and biography, arts, manners and customs of the respective periods

under review. A teacher who has skill and vim can usually organize classes for reading out of school. By the aid of maps, pictures and specimens of various sorts, illustration of the special subject, reading can be made fascinating, while instructive and healthful. We recently attended a reception of a class in history thus conducted, and, with others, were entertained with readings, original and selected, covering the work of a term, and were surprised at the interest and intelligence and the evidence of good taste manifested by the children.

## THINGS TO TELL THE SCHOLARS.

TO PREVENT THE SKIN FROM DISCOLORING AFTER A BLOW OR FALL.—Take a little dry starch or arrow-root, and merely moisten it with cold water, and lay it on the injured part. This must be done immediately, so as to prevent the action of the air upon the skin. However, it may be applied some hours afterwards with effect. Raw meat is not always at hand, and some children have an insurmountable repugnance to let it be applied.

THE GROWTH OF CORAL.—After a cruise of a few months in South Pacific, a French man-of-war was recently found to have specimens of living corals growing upon her hull. The interesting discovery has thrown some light on the question of the rapidity of growth of corals. The evidence tends to show that the vessel, on passing a reef of the Gambier Islands, against which she rubbed, had picked up a young fungia, which adhered to the sheathing, and grew to a diameter of nine inches and a weight of two and one-half pounds in nine weeks.

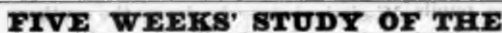
QUICKSILVER.—Of late years California has supplied more than half of the quicksilver consumed in the world. Only two countries of Europe produce quicksilver in sufficient quantities to deserve mention in commercial report—Spain and Austria. The Spanish mines are located near the town of Almaden, province of Mancha, and yield about four-fifths of the entire production of Europe, while the Austrian mines, located near Idria, and the minor mines mentioned, produce the other one-fifth. Quicksilver is carried and shipped in wrought iron flasks of 25 pounds, containing 75 of the metal. Prices throughout Europe are always given in English money, and the quotations invariably refer to the flasks described. The consumption of quicksilver in the world has averaged 133,000 flasks a year. The principal uses to which quicksilver is applied are: (1) Meteorological and other scientific instruments; (2) Chemical preparations; (3) Looking-glasses and mirrors.

THE MOULD BUILDERS.—There are scattered throughout the west, particularly in some parts of Ohio, near the Ohio river, many immense artificial mounds, evidently erected by a pre-historic race, who had long been extinct when the whites first occupied this continent. Several of these mounds were what are called "altar mounds," and in these valuable relics were found. These, in number and variety, were sufficient in themselves, if none others had ever been found, to give a very distinct idea of the civilization of the mould-builders. Among other things found were articles of personal adornment, such as ear-rings of pearl, bracelets of metal. The precise advance of the art of working metals is thus disclosed. The metals had been wrought by hammering the ore. Molten work was beyond the skill, or rather the knowledge of the artificer. The metals were iron, copper, silver and gold. The gold, and in some instances, silver, was used for plating an inferior metal, being hammered thin and clinched at the edges. Most significant of all, perhaps, was a little statue which not only presented the human form in a shapely contour, but showed also the ear-rings and the drapery which were fashionable in the American pre-historic times. Some of these relics must originally have come from the Florida coast, from Lake Superior and from the Rocky Mountains, indicating thus either extensive migration or intercommunication.



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For the SCHOOL JOURNAL.

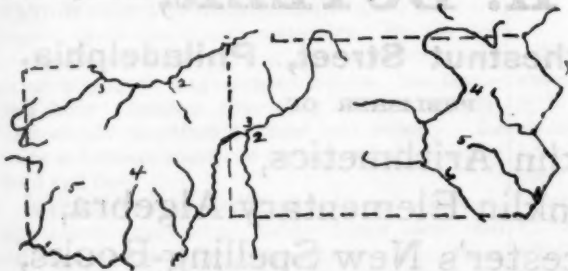
## LESSONS IN GEOGRAPHY.—III

The teacher begins with drawing the map of the State of Ohio; the pupils name the boundaries, rivers and cities. He draws the map of Indiana, and the pupils name the boundaries, rivers and cities. He draws the map of Michigan, and the pupils name the boundaries, rivers and cities. This repetition will familiarize the pupils with the great features of each State.



No. 1.

Next the teacher extends the western shore of Lake Michigan, the pupils saying "Lake Michigan," then the northern boundary of Illinois is placed on the board, the pupils promptly saying, "Northern boundary of Illinois;" then the Mississippi river is drawn, the pupils saying, "Mississippi river, separates Illinois from Iowa;" "Mississippi river separates Illinois from Missouri." Then the Ohio river is extended, the pupils saying "Ohio river separates Illinois from Kentucky."



No. 2.

Beginning at the N. W. part of the state, the Rock river is drawn and then the Illinois and its two branches, the Fox and Kankakee, then the Kaskaskia, the Little Wabash and the Emboras. As these are drawn the teacher gives the name, writes it on the board, the pupils pronounce it and copy it on their slates. Then the cities are indicated by figures; the teacher places, say Chicago (1), on the map, and the pupils call out "Chicago,



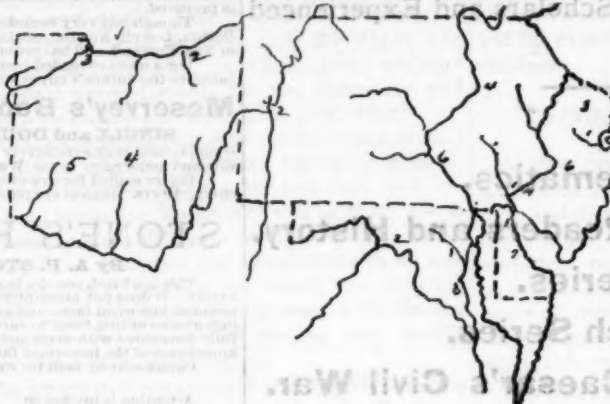
No. 3.

situated on Lake Michigan, the largest city in Illinois." He marks (2) on the map and gives the name, the pupils calling out, "Peoria on the Illinois river. He marks (3) and gives the name, they call out, "Quincy on the Mississippi river." He marks (4) and gives the name, they call out, "Springfield, the capital, situated on the Sangamon river."

He marks (5) and gives the name, and they call out "Bloomington." The map will appear as in No. 1.

(1) The teacher now takes the pointer in his hand and describes the map of Illinois (see text-books), giving the marked features of the State, its commerce, its farm-products, its cities and rivers.

(2) He points out its shape—its west side like an *urn* or *vase*, the bend in the Mississippi river where the Missouri enters; extreme length, twice



No. 4.

the width; that it extends below Indiana as much as it does above it.

(3) He now draws Illinois again for a repetition lesson. The pupils name all the lines and figures. This will be done very rapidly.

(4) Volunteers will now be called for to draw Ohio; Ohio and Ind.; Ohio, Ind., and Ill.; and for the four states of O.; Ind., Ill. and Mich. While

board, and they copy the name in their slates. Then the cities are indicated by figures; the figures show their rank in respect to population: 1, Philadelphia; 2, Pittsburgh; 3, Allegheny City; 4, Scranton; 5, Reading; 6, Harrisburg, the capital. The map will appear as in No. 2.

The same course is then pursued as in the case of Illinois and other states. The teacher re-draws; the pupils repeat the names; the pupils draw, etc.

*Note.*—Pa. is about twice as long as wide; the eastern boundary is like a W.

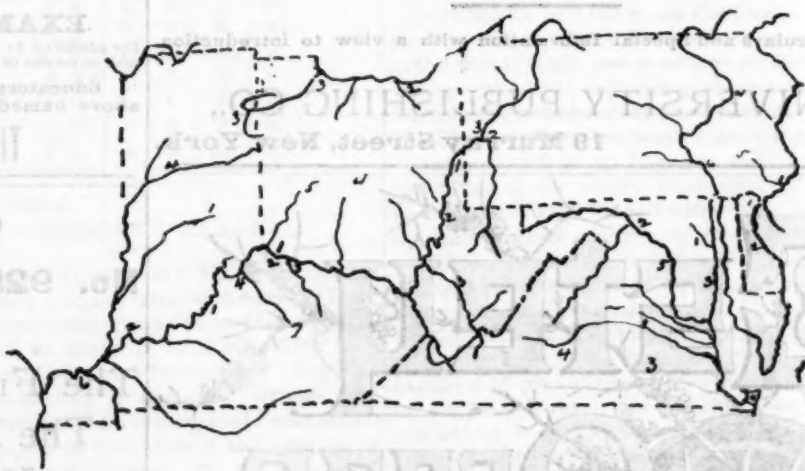
The teacher begins with Ohio, then draws Pa., and then draws New Jersey. The names of boundaries, rivers and cities are given to them and they repeat them. The cities will be: 1, Newark; 2, Jersey City; 3, Paterson; 4, Camden; 5, Hoboken; 6, Trenton, the capital. See map No. 3.

The same course is then pursued as in the case of Illinois and other states. The teacher re-draws; the pupils repeat the names; the pupils draw, etc., etc.

*Note.*—N. J. extends below Pa. as much as Pa. extends above N. J.;

nearly four times as long as wide.

The teacher begins with Ohio, then draws Pa., N. J., then Maryland and Delaware. The latter being a part of the peninsula lying between two great bays, it is easily cut out when the peninsula is drawn; hence it is well to remember that it is shaped roughly like a *hair-brush*. The cities of Maryland are: 1, Baltimore; 2, Frederick; 3, An-



No. 5.

the maps are being drawn the teacher will ask questions about each state. Some of the pupils may be called on to explain the maps.

(5) The maps being erased the pupils will draw on their slates or on the paper with lead pencils. Passing along the teacher can criticize the maps, "Too high for the width," "Illinois river comes in too low down," etc. This will stimulate map study.

(6) Let the teacher tell the pupils about the early history of the state; about Chicago, its water, tunnels, the great fire, etc.

The teacher draws Ohio. He proceeds then to extend the eastern boundary southward, and says, "This is the western boundary of Pennsylvania," (the pupils repeat). He draws the northern boundary of Pa., and the pupils say, "Lake Erie, northern boundary of Pa.;" then he draws

the Delaware river (the pupil's name and describe it); then he draws the southern boundary (the pupils name it). Next the rivers are drawn, the Allegheny, the Monongahela, the Susquehanna, the Juniata, the Schuylkill, the Lehigh. When drawn the teacher gives the name, the pupils repeat it; he also writes the name on the black-

board, the capital. Of Delaware they are: 1, Wilmington; 2, Dover. The map will appear as in No. 4.

The same course is then pursued as in the case of Illinois and other states. The teacher re-draws; the pupils repeat the names; the pupils draw, etc. etc.

*Note.*—The width of Maryland is two-thirds of its length.

The teacher begins with Ohio; then draws Pa.; then N. J.; then Md. and Del.; then extending the Mississippi river he draws the southern boundary of Kentucky, the Big Sandy River, the Cumberland Mountains, and the form of the state is complete. Then he draws the Tenn., Cumb., Green, Ky., and Licking rivers. He locates the cities, 1, Louisville; 2, Covington; 3, Newport; 4, Lexington; 5, Paducah; 6, Frankfort, the capital, as in preceding lesson.

*Note.*—The shape is something like a shoe.

The teacher extends the southern boundary of Ky. eastward, and directly under the Md. peninsula begins the east coast of Va. The rivers Rappahannock, York, James, and Shenandoah are drawn; and the cities, 1, Richmond, the capital; 2, Norfolk; 3, Petersburg; 4, Lynchburg; 5, Alexandria, and 6, Portsmouth, are located. See map No. 5.

*Note.*—The Shenandoah enters the Potomac about half way in the southern boundary of Maryland.



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With O., Pa., Md., Va. and Ky. drawn, the teacher easily fills out W. Va. There are four *steps* or *nicks* in the eastern boundary. He draws the Great Kanawha river, and locates the cities, Wheeling, the capital, Parkersburg and Charleston.

*Review lessons:* The teacher appoints one pupil to draw Ohio and locate the rivers and towns. Another draws Ind.; another Pa.; another adds Ill.; another N. J. Questions follow.

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*Y. R.* Yes, that's it, legatees. Now, let us contrive to spend the money as soon as we can—push on lively.

*O. R.* All right; go ahead. What shall we do?

*Y. R.* Why, do the country—New York, Philadelphia, Boston, Niagara Falls, Chicago; a week will be enough. Come, let us be off—mail train, 70 miles an hour—wish it went faster. *(Exit.)*

*(Enter Landlord.)*

*Landlord.* Well, this is a queer pair; they have only just got into the house, and they want to go all over the town, eat dinner, buy their clothes, and sleep, all at the same time. Any way, they will be quiet until dinner, because they must be hungry.

*Y. R. (Without.)* Landlord, I say landlord. *(Enter.)*

*L.* Well, what is it I can do for you; pray be seated.

*O. R.* Your bill of fare—let us be moving. *(Reads.)* Turbots—salmon—soles—haddock—beef—mutton—veal—lamb—pork—chickens—ducks—puddings—pies—figs—raisins—oranges—send them all in, that is the shortest way; and be sure to hurry them up.

*L.* All! what all? *(Exit O. R.)*

*Y. R.* Yes, every bit! Come, father, let us push on; back in ten minutes; let us find a tailor. *(Exit.)*

*L.* Ten minutes to get all of those things ready! *(Exit.)*

*(Enter Tailor.)*

*Tailor.* I have just an order to make some clothes—two suits—didn't give their names—must be ready right off—Oh, yes, they threw in their cards as they drove off. Samuel Rush and Jacob Rush, Astor House. Will be back in a few minutes. I will get my measure and cloth ready. Oh, here they come; they are regular rushers.

*(Enter O. R. and Y. R.)*

*O. R.* Well, hurry up! How about those suits, tailor? Are they ready?

*T.* Oh, your honor, you know you were not measured?

*Y. R.* Hang it, why it will take ten minutes or more to do that. Push on, be lively.

*T.* Will you have the London style or the New York cut?

*O. R.* No prosing, to the point at once. Give us something we can get about in; no time to talk about styles and cuts; leave that to the women.

*T.* Very well; I'll just measure you quickly. *(Measures O. R. Meanwhile Y. R. walks up and down.)* Now, then, *(to Y. R.)* I'll take your measure.

*Y. R.* Cannot wait; make the suit—my suit—a little smaller than his *(pointing)*, and it will do; and be sure to hurry it up, or it won't suit us at all. Ha! ha! *(Exit.)*

*T.* A queer pair of fellows, but never mind they will pay me for hurrying. Here John. *(Enter John.)* Cut out two suits of clothes from the black broad-cloth, and make them in a hurry.

*John.* There is but one measure here, sir.

*T.* Yes, that is for Old Rusher, and then the Young Rusher will take a suit a little smaller. Ha! ha! They don't want a tight fit; they want them so they can get in and out of them in a hurry. *(Exit.)*

*(Enter Landlord.)*

*L.* They will be out soon from the dinner-table—they skipped the soup—it was too hot; they would not wait for it to cool, and they went into the meat as if the express train was waiting. Here they come.

*(Enter O. R. and Y. R.)*

*O. R.* What time do the cars leave?

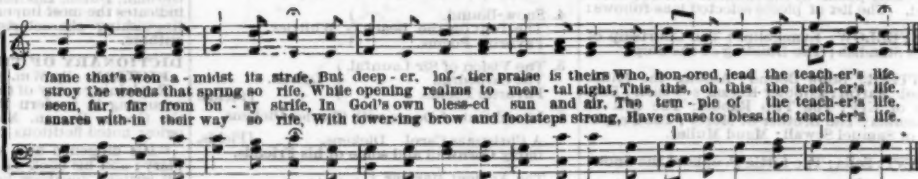
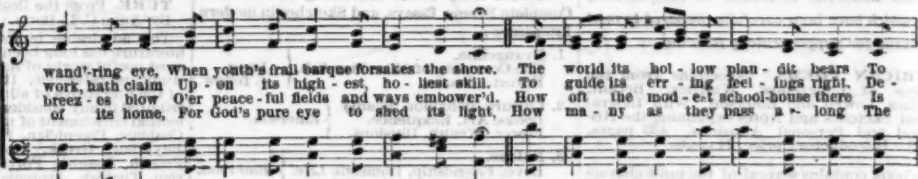
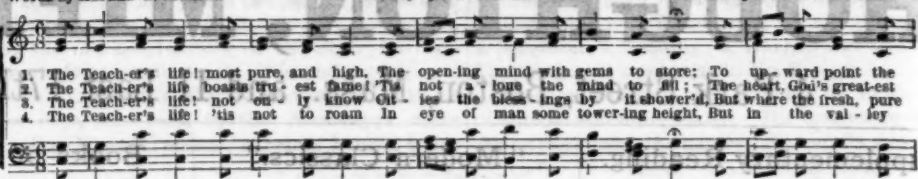
*Y. R.* Is it the lightning express?

### THE TEACHER'S LIFE.

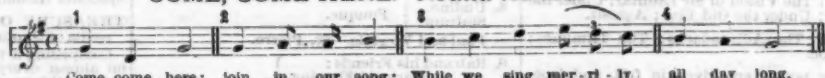
Words by ALFRED B. STREET.

Melody by AMOS M. KELLGEGG.

Arr'd by GEO. C. REYNOLDS.



### COME, COME HERE. Round for four voices.



*L.* Don't be in a hurry, gentlemen, there is plenty of time. The cars don't leave for twelve hours yet.

*Y. R.* Merciful heavens! No dashing over the country for a whole half day! *(Both groan.)*

*L.* Let me introduce a gentleman of culture to you; he is coming this way. *(Enter Mr. Jonathan Culture.)* Mr. Culture, this is Mr. Jacob Rush and this Mr. Samuel Rush. *(They bow to each other. Exit Landlord.)*

*C. R.* Dreadfully slow place; got to wait here for half a day for a train.

*Y. R.* Nothing like pushing ahead.

*Culture.* But in going so fast you fail to see the beauties of the country; they are splendid scenes in the vicinity of this town, for example.

*Y. R.* Where are they? Is there a fast horse to be got, if so, dad, let us go and see them.

*O. R.* Just a word, sir; where are they? North, east, south, or west?

*C.* Lake Pontiac and Montoosuc Valley lie—

*O. R.* That's enough, Pontiac; waiter, waiter.

*(Enter Waiter.)*

Hurry up waiter, and get us a chaise and two horses, and mark you, the fastest horses in the stable.

*Waiter.* Horses ready, sir.

*Y. R.* Come, dad, jump in? *(Exit.)*

*C.* What a hurry! in such a haste that he says dad instead of father. *(Exit.)*

#### SCENE II.

*(Enter O. R. and Y. R.)*

*O. R.* A splendid drive! Why, those horses made 20 miles an hour!

*Y. R.* Now then, let us jam everything into our trunks, and get on the fast trains and buzz along. Come, waiter, hurry up.

*(Waiter enters with a box.)*

*O. R.* Keeping moving *(puts in something.)*

*Y. R.* Push on *(puts in something.)*

*O. R.* Hurry up *(slams down cover.)*

*Y. R.* Come on, express train, 60 miles an hour. Hurry up.

*O. R.* Push on. *(Exit.)*

### GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

To LEAD an uninstructed people to war is to throw them away.

Those whose courses are different cannot lay plans for another.

He who speaks without modesty will find it difficult to make his words good.

If a man take no thought about what is distant, he will find sorrow near at hand.

NEVER excuse a wrong action by saying some one else does the same thing; this is no excuse.

GENIUS will study; it is that in the mind which does study, that is the very nature of it.—DEWEY.

### BABY HAS GONE TO SCHOOL.

#### FOR RECITATION.

The baby has gone to school; ah, me!

What will the mother do,

With never a call to button or pin,

Or to tie a little shoe?

How can she keep herself busy all day

With the little hindering thing away?

Another basket to fill with lunch,

Another good-by to say,

And the mother stands at the door to see

Her baby march away,

And turns with a sigh, that is half relief,

And half a something akin to grief.

She thinks of a possible future morn,

When the children, one by one,

Will go from their home out in the world

To battle with life alone,

And not even the baby left to cheer

The desolate home of that future year.

She picks up garments here and there.

Thrown down in careless haste,

And tries to think how it would seem

If nothing were displaced.

If the home were always as still as this,

How could she bear the loneliness?

### NOTEWORTHY EVENTS.

June 20.—It was made known in London that Queen Victoria had for two months been in a state of mild melancholia, which, in the course of time, if not relieved, would probably become very difficult to treat. Her condition has naturally caused great anxiety because of the tendencies of her family. The illness gave rise to rumors of abdication.

June 21.—Floods and waterpouts created great damage in Sillesia and other parts of Germany.—Venezuela arranged the program of her centennial celebration, the 24th day of July being the hundredth anniversary of the birth of Simon Bolivar. This is proclaimed a national holiday, and at Caracas, Bolivar's birthplace and the capital of the republic, an industrial exposition will be opened, a monumental statue of Washington unveiled, and the new railroad put in operation between the capital and La Guayra, its port.

June 22.—Gen. Wallace, the American Minister, refused to accept the notice given by the Porte of the termination of the treaty of commerce between Turkey and the United States on the ground that it was given too late.—Serious riots against the Jews occurred in Switzerland; a number of Jews' shops and stores pillaged.—In Chicago a terrific explosion occurred in the North Chicago Rolling Mills. Thirty-five tons of molten iron were scattered in every direction. Two men were killed and sixteen injured.

June 23.—Louise Michel, the French communist, was found guilty of inciting riots and was sentenced to six years imprisonment.—Several serious battles marked the progress of the rebellion in Hayti.

June 24.—The Mississippi river over-flowed its banks at various points; along the Illinois shores vast areas were inundated, estimated at not less than 35,000 acres; the districts are all thickly populated and the damage caused was very great. It is the greatest rise of the Mississippi since 1858.—The 250 Indian prisoners captured by Gen. Crook's forces on the recent expedition into the Sierra Madres arrived at San Carlos, Arizona, to await disposal of the government.

June 25.—Earthquakes and volcanic outbursts in the Central and South America had occurred with unusual frequency. Last winter there were many earthquake shocks in Central America, and during one of them a small island sank out of sight. About the same time Lake Titicaca was drying up in a surprising and alarming manner. Other earthquake shocks followed, destroying villages and doing other damage. Next the volcano of Ometepe, in Lake Nicaragua, suddenly burst into eruption for the first time since the discovery of America. Recently there has been a violent earthquake in Ecuador, and the great volcano of Cotopaxi has begun to hurl forth smoke, ashes, and melted rock. The latest disturbance of the kind is a sharp shock of earthquake felt along the coast of Chili last Saturday morning.—Reforms in the Internal Revenue department at Washington, necessitated the dismissal of about 50 collectors and the reduction of the number of districts from 126 to 42.



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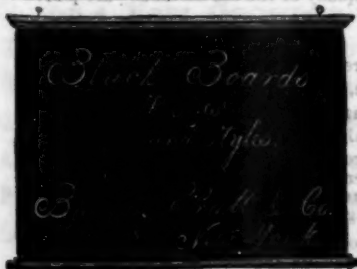
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## EDUCATIONAL NOTES.

## NEW YORK CITY.

At the meeting of the Board of Education June 6, Mr. Wood presented a report relative to the introduction of sewing into schools, a petition of the managers of the House and School of Industry, and other organizations for the instruction and elevation of the poor, having asked that sewing be taught in the primary schools. It appears that sewing has been successfully taught in the City of Boston for a number of years, and the school report says: "Not infrequently young girls, fresh from school, find steady, remunerative employment, others are now able to keep their own garments, and those of younger sisters and brothers, neat and tidy, where formerly rents and rags prevailed, and many graduates of our schools in more favored positions admit that they owe their skill in fine needle work entirely to the teaching received at school." After hearing all the arguments for and against the proposition, the committee concluded to recommend that sewing be introduced in the 1st, 2nd and 3d primary grades, to be taught one hour per week.

**SOL-FA ASSOCIATION.**—The American Tonic Sol-Fa Association of the United States and Canada holds its third annual meeting at No. 14 Fourth avenue, N. Y. city, opposite Cooper Institute, on Wednesday and Thursday, June 27th and 28th. The following essays will be read:

"Tonic Sol-Fa as a Factor in American Civilization," by Mr. Daniel Batchelor, of Boston; "What Tonic Sol-Fa Predicts, a Glimpse of the Future," by Mr. David S. White, of New York; "The Value of the Preparation and Examination for Certificates, and Their Influence on Teachers and Pupils," by Mr. Harry Benson, of Boston; "Some Points of Contrast between the Tonic Sol-Fa and the Staff Method of Teaching," by Mr. Edmund Corkill, of Brooklyn; "Tonic Sol-Fa in The Public Schools," by Mr. George C. Shepard, of Grand Rapids, Mich.; "The Mission of Tonic Sol-Fa to the Unmusical," by Mrs. Sarah J. Churchill, of Montclair, N. J.; "The Advantages of Tonic Sol-Fa in the Training of Boy Choirs," by Mr. H. J. Duffield, of New York.

**PROF. AND MRS. KRAUS' KINDERGARTEN TRAINING SCHOOL.**—The graduating exercises were held at their rooms, No. 7 E. 22d street, Monday evening, June 11. The large hall was filled with the friends of the pupils. The class, consisting of fifteen ladies from almost as many States, entertained the audience with music and essays; these both explained the aims and objects of the kindergarten work. After a few remarks by Mme. Kraus, Prof. Kraus presented diplomas to the nine members who had been present the whole year and completed the entire course. The work of the class, which literally covered the walls from ceiling to floor, was closely examined by all, and much surprise was manifested at the many beautiful things which could be made from seemingly such unimportant materials, such as paper, slats, pens, sticks, etc. Probably none, however, excepting those who had done this or similar work, could fully understand the significance of it all as connected with the gradual unfolding of the mental faculties when it was presented in due time and season to the child. A table at one side of the room was covered with the gifts, indicating some of the uses made of each. Near this was a stand covered with the modeling work—the last of the occupations. The other work was upon the wall, and certainly both the quality and quantity reflected great credit upon the members of the class. Through the Normal Kindergarten, knowledge of the kindergarten work is becoming wide-spread, and many judge it entirely by the work which they see—mat-weaving, slat interlacing, sewing, etc., not looking deeper into the true meaning of these occupations, which are in reality but a means to an end.

THE number of applicants for admission to the Normal College examination just closed was 1,033. Of this number eighteen were rejected as not being of the proper age—fourteen years—and of the 1,015 examined 964 passed the ordeal successfully. The examination began on Monday, the 4th inst., and was continued for three days, under the personal supervision of President Hunter. The list of studies in which the applicants were examined embraced reading, spelling, and definitions, etymology, mental and written arithmetic, geography, English grammar, composition, history of the United States, algebra, elementary bookkeeping, penmanship, and drawing. The results of the examination at both the Normal and New York Colleges prove conclusively that our metropolitan public schools turn out as bright

a lot of scholars as can be found the world over. The number of applicants failing to pass examination—174 out of 989 in the New York and 51 out of 1,015 in the Normal College—is a gratifying evidence of the fact.

## ELSEWHERE.

**PRINCETON COLLEGE.**—The total gifts and bequests of the late John G. Green to Princeton College foot up nearly a million and a half.

**CORNELL UNIVERSITY.**—Gov. Cleveland laid the foundation of two new buildings, the Cornell-McGraw and the McGraw-Fiske edifices.

**IOWA.**—Supt. Yard says: "We look forward to a radical change in teaching in this country. Public opinion is in favor of better methods."

**RUTGER'S COLLEGE.**—At the graduating exercises, President Gates gave a ringing address on "Who among the young men give promise of noble living?"

**PA.**—At Lancaster, Mr. A. D. Ditmars left \$75,000 for the "foundation of a school for the education of children, for such professions or occupation as they show a talent for."

**COLORADO.**—Mrs. Mary Krom, principal of the Denver School of Mines, is making a tour of California. Mrs. Krom has the distinction of being the only lady assayer in the country.

**CONNECTICUT.**—Miss Sarah Porter, who has been at the head of the young ladies' school at Farmington, Conn., for over thirty years, has withdrawn from its management. Miss Porter is a sister to President Porter, of Yale College.

**KENTUCKY.**—The Louisville School Board have been making themselves unpopular by passing the following at their last meeting: "Resolved, That the salaries of the seven senior professors in the Female High School and the principal teacher of the normal class be fixed at \$90 per month, or \$900 per year, to begin with the commencement of the fall season."

**ST. LOUIS.**—English type and script will probably be substituted for the German black letter in the German school-books of St. Louis. It will be remembered that this measure has been advocated in Germany for many years, but thus far without success.—The School Board has ordered that there shall be no more corporal punishment in the schools of that city after Sept. 1.

**MASS.**—The President and Fellows of Harvard College invited Gov. Butler to commencement. The Governor has accepted the invitation. It was the Board of Overseers who refused him the honor of LL.D. The President and Fellows voted to confer the degree, but they were overruled by the overseers. He may be counted on to make a lively response at the alumni dinner to the toast, "The Commonwealth."

**PENNSYLVANIA.**—The reorganization of the University of Pennsylvania, which has just been decided on, will unite the faculties of Arts, the Towne Scientific school, and the Wharton School of Finance and Economy into a single board, which will be called the College Faculty.—The retirement of Edward Brooks from the principalship of the State Normal School at Millersville, Pa., has been followed by the appointment of B. F. Shaub, county superintendent of Lancaster county, an alumnus of the school.

**ST. LOUIS.**—A judge discharged a master of a public school who was prosecuted for whipping a boy after milder punishment had been of no avail. He said that, in order to preserve discipline, the teacher must determine the necessity, the nature, and extent of punishment, his acts, like those of a parent, being subject to judicial review. Four years' experience in the administration of criminal law convinced him that the boys who become criminals are boys who don't get whipped, and when it is remembered that a large percentage of the bolder crimes known to the law is committed by youths ranging in age from 14 to 20 years, the question arises, Is it better to whip first or imprison afterward?

**NORWICH, N. Y.**—The *Post* says of the Teachers' Institute held there: "One of the supremest humbugs of the present educational era has been on exhibition here in Norwich, during the week." The whole article shows the writer entirely unable to judge of the usefulness of a Teachers' Institute; he may be able to comprehend other subjects but this he does not. Let it be noted that counties in the state that have tried institutes are in favor of them:—this is worth more than tons of such crude criticism. The *Post's* article was sent by a teacher, who says in his letter: "I have received instruction at our County Institute that has greatly aided me in the management of my school," and much more to the same point. It is too late to write such articles.

**N. Y.**—Com. Edward Wait has been elected superintendent of schools of Lansingburgh, N. Y., to succeed L. Seley, jr. The board of education passed resolutions affirming the excellent work done by Mr. Seley, who has been very popular. During his administration the schools have increased nearly forty per cent. in attendance, with but slight increase in school population. There has been a marked improvement in the interest felt in education. Mr. Seley has introduced the best methods of instruction, and the children have come to love the schools because they grew mentally and morally. The teachers have waked up; not one but takes one or more educational papers; they are buyers of educational literature. So that Mr. Seley has proved himself a most efficient and able man for his post. Fortunate will the town be that gets him.—Of Mr. Wait's ability it is not needful to speak; he will not let the Lansingburgh schools go back.

**WEST VIRGINIA.**—Stover College, an institution for colored youth at Harper's Ferry, has just graduated a class of thirteen. It has a normal department and has trained over 300 teachers. It has a large constituency, including West Va. and a large part of Virginia and Maryland, where the colored schools have been greatly improved through its influence. At the late anniversary excursion trains from Washington and Baltimore brought over 1,000 people to Harper's Ferry, to say nothing of the many hundreds who drove in from the surrounding towns, showing how highly Stover College is cherished by the colored people of this region. The institution is beautifully located on Camp Hill between the Potomac and Shenandoah rivers, and includes the buildings formerly owned by the U. S. Government and occupied by the offices of the Armory. Lincoln Hall was erected by the Freedmen's Bureau. The college was named from John Stover, of Maine, who gave it \$10,000. Anthony Hall, recently dedicated, is named after W. Anthony, Esq., of Providence, who gave \$5,000 towards its erection. The work on this building was done chiefly by the students and colored people of Harper's Ferry. Prof. N. C. Brackett, the principal, is the right man in the right place. The endowment, which has come mainly from the North, is still insufficient. With ample funds its good influence might be doubled.

**PENN.**—Mr. C. F. Carroll, who has been superintendent of the Oil City, School, and who is now principal of the Conn. Normal School, is an educator of the most progressive type. Superintending did not mean with him a mechanical supervision, but being the most enthusiastic teacher among his teachers. He made a practice of entering every grade from the primary to the high school, taking the class which happened to be reciting, and showing the teacher by a practical illustration how her work could best be done. He was especially fortunate in being able to criticize without antagonizing, to suggest an improvement in the teacher's work by doing it better himself. He has devoted special attention to primary work. With the aid of a skillful kindergarten teacher he introduced the kindergarten system into the lower grades, and made an extensive and successful application of it to public school-work. Nor is the experiment confined to lower grades. Upper grade teachers are catching the spirit as well, and are endeavoring to learn the secrets which are producing such surprising results below. Some have taken lessons in kindergarten methods. In addition to his other work, Mr. Carroll has conducted throughout the year a large and enthusiastic normal class. This work has borne fruit. The schools have gained the confidence of the community in a marked degree; and teachers from the neighboring places, Franklin, Titusville, Pittsburg, Corry, Meadville, came to inspect the work. There is hope for our normal schools when men like Parker and Carroll—men who know from experience the wants of teachers and inadequacy of the old methods—are placed in charge of them.

## FOREIGN.

**DENMARK.**—There is a vast amount of ignorance among the people, as is shown by the examinations, in reading, writing and orthography among the recruits in 1881. Only about one-third of these young people could read correctly, one-third could read a little, and a third read very badly. So that about one-fifth of the males in Denmark had little or no knowledge of reading and writing.

**PORTUGAL.**—A society has lately been formed in Lisbon, which has for its object the teaching of the most important points of elementary instruction to the poorest classes. The certificated teachers are sent into the various localities, where a three months' course in reading, writing, and arithmetic is given. According to the official statistics, 825 out of every 1,000 Portuguese can neither read nor write. Switzerland stands one in 1,000.



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1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

In the last January INSTITUTE you said: "There is less morality, less honesty, less of reliance on industry and less dependence on economy than formerly." If this is so, please point out the cause and the remedy. It is claimed that our schools are all the while getting better—more children being educated, and better educated, more trained teachers, more educational papers, and great improvements in the educational appliances, greater intelligence in the masses, and a higher civilization.

J. FAIRBANKS.

[That the above statements are true I believe, and that this belief is shared by nearly all who look over an extent of time and territory. Our schools are improving in methods; there is a broader intelligence, there is more intelligence among the masses. But morality is not increasing in the same ratio, and there are several reasons. (1) We are receiving on our shores an immense foreign population—much of this is from the lowest strata in Europe. (2) Our native population is being widely scattered, and thus it is losing its power. (3) The opportunities for making money rapidly are great—money is preferred before morality. (4) Politics help demoralize. (5) There is much bad literature afloat. Before all these conditions existed in this country a high state of morality existed. All these conditions are independent of the schools. All we can do is to pay attention to the cultivation of morality.—Ed.]

Most of the blackboards in the district schools in my district are worthless, and I find myself unable to move the trustees to action. If I can get a recipe for making a liquid slating that I can afford to give away and put on the boards myself, I am going to make it and take a can of it and a brush around with me. Can and will you send me a recipe for a preparation suitable to put on boards that have been painted several times, but are now so glossy that the chalk slips over without making a mark. The slating that I can buy I cannot afford.

G. A. LEWIS.

[We hope Mr. Lewis will not do this. It is the business of the trustees. Make them do it. There is no such covering for blackboards: alcohol is the medium, and this is somewhat costly. Make those trustees do it and pay for it.—Ed.]

Enclosed find \$1.00, for which please send Parker's "Talks on Teaching" at once, if possible, as I leave for the mountains at the end of this week, and wish to study it during vacation. I cannot tell you how much good your paper has done me. I have taken the JOURNAL for four years, and it has made itself indispensable. If I have any fault to find with it, it is that it does not attack this half-hearted mechanical teaching still harder. Much as Pa. boasts of her public school system, half, or more than half of the rival ones are little better than farces—schools only in name. I have made it a point to visit quite extensively in various counties remote from each other, and with a few exceptions found the same old routine, Gradgrind lesson-bearing. In some cases the work was a disgrace to the State. Visited several normal graduates who, if anything, were worse than the others, for they certainly knew better than they were doing. I am not a grumbler. I did find some excellent work, and give the bad facts as I found them. I notice in an educational paper one Supt. says in his report, "Not a single failure in our county during the winter," yet in visiting several schools there I found two schools that would far better have been closed.

In one of the papers, speaking of the "Script Method" of teaching reading, the writer said that at a certain stage, script was changed to print under such circumstances that the children did not notice it. Will you tell me how it can be done? I have a little class learning by this method. Would it be advisable to print in a term of fourteen or sixteen weeks? Could a young girl with a common school education get a position as pupil teacher in the Quincy Schools?

MISS E. M. M.

[1. Never undertake to teach little children to PRINT; it is one of the great mistakes made some years ago. Teach them to write script. You write a word on the board as *hat*, you talk about it, etc. You show the

same word on the chart in print. The article referred to said that there was no difficulty in passing from the script to the print. (3) Don't teach them to print. (4) 2. Write to Supt. of schools, Quincy, Mass.—Ed.]

Please inform me through the medium of your paper (1) whether corporal punishment is prohibited in the schools of New York city? (2) Is the rod ever used at Quincy? (3) In how many and what schools is the use of the rod absolutely forbidden? (4) Do you care to know what we are doing in "Dixie"? If so, I might occasionally send you a report from here, but my work is altogether in the High School, and I know very little what goes on in the primary grades, while your paper, I notice, is mostly devoted to the lower rounds of the educational ladder. Well, of course, primary teaching is the most important; yet, if I could sometimes get a little light on ways and means of making a class of stupid girls understand Latin and Algebra, I would be helped out of one difficulty.

Knoxville, Tenn.

[(1) It is. (2) Seldom, if ever. Col. Parker does not object to the "rattan" rightly used, in any but the ideal school. (3) We cannot answer. Besides N. Y. city, we know Syracuse, N. Y., and Paterson, N. J., prohibit the use of the rod. (4) Yes. Send us the reports. We aim to set forth in theory and by illustration the principles of real teaching. These apply alike to all grades. Grasp these and you will be helped.—Ed.]

Please parse the underlined words in the following stanza:

F. B.

Remote from towns he ran his goodly race,  
Nor e'er had changed, nor wished to change his place;  
Unpractised he to fawn, or seek for power,  
By doctrines fashioned to the varying hour;  
For other aims his heart had learned to prize,  
More bent to raise the wretched than to rise.

[The words are all adjectives as here used, limiting the subject "he" directly; the first as to place, the others as to condition or kind. Some prefer to supply "being" before words, making them in predication with participles; this does not affect the relation of ideas. Good English should be usually parsed as it stands, without the words understood, except for the interpretation of obscure meanings, but this a large country, full of

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varied technical grammars.—Ed.]

In looking over my JOURNAL of May 12, 1888, I notice in the "Lessons in Arithmetic," given by C. Keller, East Worcester, N. Y., the following example: "If 8 lbs. of tea are worth 7 lbs. of coffee, and 7 lbs. of coffee are worth 48 lbs. of sugar, and 18 lbs. of sugar are worth 27 lbs. of soap, how many lbs. of soap are 6 lbs. of tea worth?" I analyze it differently from what he does. I put it on the board thus:

tea.	coffee.	sugar.	soap.
8 lbs.	7 lbs.	48 lbs.	72 lbs.

There is a break at the sugar. I fix it thus:

sugar.	soap.	sugar.	soap.	sugar.	soap.
18 lbs.	27;	6	9;	47	72.

Now to find what 6 lbs. of sugar will be in soap, I multiply by 2. If it had been 4 lbs. I would have divided the first line by 3 and then multiplied by 4. G.

[Other solutions have come in.—Ed.]

FROM a Superintendent of schools: "I have read 'Talks on Teaching' and am much pleased with it. If it is read as generally as it should be by teachers, it will work a reform in the teaching of reading, and I doubt not in the other branches of which it treats. In this book the key-note is struck, and with vigor too. Col. Parker has done the teachers a service. Success to all your educational enterprises." B. M. REYNOLDS.  
Fairbairt, Minn.

I read the JOURNAL with much interest and profit. Were more such publications taken and carefully read by our teachers, I think the effect would be to raise the standard of excellence in all our schools.

Staten County, N. Y. E. A. HIGGINS, School Com.

Upon what do the underscored words depend in the following: "And give these sacred relics room 'to slumber' in the silent dust." J. S. B.  
["To slumber" is a phrase verbal and infinitive in form, adjective in use, and limits room, equivalent to "for slumber" or "slumbering-room."—Ed.]

I am very much pleased with the JOURNAL. It acts as a "spur," urging me to renewed efforts, and firing me to renewed enthusiasm in my work, and I trust it may rouse many to a right appreciation of their profes-

sion. I am a graduate of the Winona Normal School, but education is a great subject, and its truths are not grasped in a day. They require years of study. I think, however, that I have caught a faint glimmer of the light of the "new education." J. P. M.

In your article, "Lessons in Numbers," of May 26, your contributor leaves on my mind the impression that 6÷24 means that 24 is to be divided by 6. Has he authority for it? If so, what? A. E. J.

[Several correspondents refer to this matter. As before stated, authorities differ, but it is the more common practice to regard the first term as a divisor.—Ed.]

Please give me the best method of teaching a third reader class. I think reading very important and feel as though I do not make it as interesting as it should be. F. C.

[Answer to this will be found in the "School-Room" department. The teacher must love to read, love knowledge and arouse an interest in studying the subject.—Ed.]

You would oblige "a constant reader" of your valuable paper by informing him in your next issue, how and in what respect any young man 16 or 18 years of age with a fair common school education could start out in life with the view of making a good, reliable and honest living. T. R.

[The best thing is to seek some mechanical or semi-mechanical work. If you learn electricity for example, or chemistry, or engineering thoroughly, and are well informed and intelligent you cannot fail to do well. There is a demand for men who can draw, design, etc.—Ed.]

Is it too great a favor to republish an exercise song that appeared last autumn, perhaps in September? This is just the season of school entertainments and such things are in great demand. We like your plans for the birthdays of famous people exceedingly. Also your "Things to tell the children" are excellent.

[We will thank teachers to send us exercise songs, moral stories, etc., etc. Let us have your gatherings of good things.—Ed.]

**DYNAMITE.**—What is dynamite? How is it manufactured? Dynamite is simply nitro-glycerine, mixed with an adulterant to render it safe to transport. The added ingredient is usually a fine earth of great absorbent capacity. It has been found that the best kind is the earth which good housewives use to polish their silver with, properly called *infusorial* earth, because it is made of the fossil remains of minute organisms. Dynamite, then, is a mixture of innocent polishing powder and sweet, bland glycerine after it has been acted upon by nitric acid. There is nothing apparently very frightful in this mixture. We can eat glycerine on our puddings and griddle cakes, and grow fat upon it; and a box of silver polish in the house is as harmless as a cake of soap. We disturb the molecular constitution of glycerine by subjecting it to the action of nitric acid, by which nitrogen becomes a constituent of the body, and its whole chemical nature and relationships are changed. This dull, stupid nitrogen, which exists so abundantly in the air, and which we breathe into our lungs every moment, day and night, becomes the agent which confers upon glycerine the most terrific powers possessed by any agent, save two, known to man. In the manufacture of nitro-glycerine, we simply mix with pure glycerine a certain proportion of sulphuric and nitric acids, and stir the mixture until the reactions occur, which is in about twenty minutes. The vessels must be placed in freezing mixtures, for if at any time the temperature rises above 32° F. decomposition occurs, and if there is no explosion, the whole mass goes off in a cloud of nitrous acid vapors, which are troublesome and dangerous. The United States government chemists make the best nitro-glycerine at the laboratory at Newport, Rhode Island. It is used chiefly for filling torpedoes. Dynamite *detonates* and does not explode as does gunpowder. Its action is very much quicker than the movements of powder. It strikes against a column of air with the same force as a hammer falling upon a blacksmith's anvil.



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## BOOK DEPARTMENT.

## NEW BOOKS.

SWINTON'S READERS: The First Reader, 120 pages; The Second Reader, 176 pages; The Third Reader, 240 pages; The Fourth Reader, 334 pages; The Fifth Reader, 480 pages. New York: Ivison, Blakeman, Taylor & Co.

The appearance of this series of Readers is an event that will attract unusual attention in the text-book world. The firm publishing them is one that spends money freely upon its books; it neglects no feature that will render them popular in the school-room. Its announcement of a new series of Readers led the public to expect that unusual pains would be taken to combine the resources of art and literature in their production. The several volumes as they now lie before us, fresh from the press, are certainly a fitting response to their expectation.

The excellent work of the artist, printer and binder appears at a glance. In this regard something has been added to the traditional idea of a school-book. The numerous illustrations are the first to attract attention; they constitute a pleasing feature in each of the Readers; a closer inspection shows that they were drawn and engraved especially for these volumes; the work of the best known artists of the day is discerned; we find exquisite work here from the pencils of F. S. Church, Dielman, Pyle, Fredericks and others. These pictures are really works of art and would grace volumes designed for the parlor or drawing-room. This seems to be a feature in educational book-making that has had a rapid development; it is a part of the modern plan to give the children the best; it was quite the reverse but a few years ago. The typography is particularly commendable and we are not surprised at the information that the type were cut especially for these books. To appreciate properly the value and design of this series of Readers they should be viewed as one book. In this way we perceive the careful gradation, the progression from simple to advanced instruction, the philosophic arrangement, and the varied and interesting instruction. It is plain that the author had a manifestly definite plan of operation and a most consistent logic in the arrangement of the succession of these steps in language study.

The conspicuous feature of the *Primer and First Reader* is the use of the script or written letters, as well as the Roman or printed letters, thus introducing the beginner to the two alphabets at the same time and giving them an identity which has always heretofore been a thing of subsequent acquisition. The exercises in script are attractively portrayed with white letters on black ground, to establish a helpful agreement between the looks of the letters on the blackboard or slate and the looks of those in the book. This auxiliary of script exercises, both ruled for copying and unruled for reading, extends through the *Second Reader*, at which stage the pupil will have become familiar enough with the written language to read it with the same ease with which he reads the printed. All of this is obviously in accord with the principle that the learner cannot have full possession of a word until he is able to write it correctly. Prof. Swinton's primary course relies not so much on phonics as it does on optics; that the ear is capable of great things at the proper time, but that the eye can do a great deal more in the beginning seems to be his creed. So gradual is the language training in the first two readers that the new words are given one by one with the utmost patience, like so many bricks for an indestructible building. Not one new word occurs in the lesson to surprise the little student; his introduction to such strangers precedes each lesson.

In volume first the child takes the first step in the art of reading; he acquires a little vocabulary; the words chosen are suitable words; they are combined to form simple sentences that have an interest to the child. The method suggested is the word-method to begin with, and to give way to the mere philosophic phonic method as soon as possible.

The *Second Reader* carries out the intention of the author to do more than simply teach the child to read in the poor sense in which that word is so often used. Prof. Swinton aims at something better; he dedicates his Readers to be aids to the study of language. There are numerous plans for the accomplishment of this purpose—much "slate work" is required; "dictations" are suggested; exercises in supplying ellipses, etc., are given; the new stock of words is used again and again in sentences to fix them in the pupil's mind. This is independent of the collection of suitable reading matter. It is precisely this addition to the read-

ing selections that constitutes the value of this volume.

In the *Third Reader* the systematic study of the language is still further developed, so that this number of the series is capable of accomplishing a remarkable work in the hands of an intelligent teacher. Selecting at random one of the lessons, we observe it is constructed on the following plan: (1) A vocabulary of new words, (2) a preparatory dictation, (3) the reading lesson itself, (4) heads for composition. From this it will be seen at a glance that more is proposed than an utterance by each of the pupils of one of the paragraphs; yet this constitutes "reading" in most of the schools.

The "vocabulary" is to be copied with diacritical marks by the pupil; the "dictations" are to train him in spelling, capitalizing, punctuation, and illustrating the meaning of words; the "compositions" are to teach the pupil to talk with his pen and pencil. The "language lessons" are admirably constructed, the forms of words and sentences are investigated, synonyms and equivalents are described, and classification is begun. The result of teaching reading by this method will be mind-growth, or genuine education.

The *Fourth Reader* has more pages than is usual for a volume occupying this place in a series, and the type is large and clear. The subject matter is well selected, gathering many beautiful gems of poetry, giving many pictures from American history and much useful knowledge. But in addition to these points it is adapted to its place as a Reader by being adjusted so as to call the mental powers of the pupil into activity. Lessons on words (as to their signification, equivalents, contrasts, grammatical forms and derivation) are given. The pupil is expected to reproduce the substance of the lesson in his own language and the "heads for composition" aid to this end. There are also, "language exercises," by which the pupil is practically introduced to the structure of the language. Page 51 has an admirable exhibit of the mode by which pupils may be led to comprehend the thought in the lessons. "Change so as to denote past time.—The smithy stands under a chestnut tree," etc., etc. In what better way can the distinction of time be taught?

The *Fifth Reader* has prose and poetic selections for reading and speaking; it is really a "golden treasury" from which choice pieces may be drawn for all occasions. Besides these, there are scientific selections of a suitable grade. The volume is fitted for the reading class by many excellent features. There is an outline of elocution that is just right in length and clearness. The study of the language is carried on, sentential structure and analysis are explained; the rules of grammar are vitalized by concrete examples; a few Latin roots are selected and their derivation arranged. Besides this, each exercise is studied with judicious care; preparatory notes and questions direct the pupil to features that demand his study. The volume is one that crowns in a fitting manner the series of which it is a part. This series of Readers embodies advanced educational ideas. Such a series could not have been produced twenty-five years ago, nor, ten years ago. There is an advance in educational thought; these volumes show it in the plainest manner. They are Readers with "all the modern improvements" in them.

By teachers who have advanced ideas on education these books will be cordially greeted; they will see that with them they can teach their pupils more about reading in the same space of time than by books that consist of selections to be read, and "nothing more." Teachers who are cramming instead of educating, will be led to do better things by inspecting and using these books. We believe that in this way the publishers of Swinton's Readers are doing the cause of education a great and lasting service which cannot fail of wide appreciation.

A NATURAL HISTORY READER. By James Johonnot. New York: D. Appleton & Co.

In educational work, Reading is exciting much attention. In the good old days of the Ichabod Cranes the letters were hammered into the heads of obstinate urchins by beating the opposite extremity, and the process of combining these letters into words was called reading. If a sound was made that tolerably well represented the word, the great end was attained. That there was a thought embodied in the language was never considered, and if by chance the pupils obtained the thought, it was not in consequence of the teaching, but in spite of it. The reading learned in this manner was of necessity mechanical and unintelligent. Sometimes the pupils fell in with some interesting matter which they could understand, and which awakened their curiosity and led them to ask a multitude of inconvenient questions. Something must be done. So books were prepared consisting of extracts from authors of great

eminence, but which in both thought and literary style were far beyond the capacity of the children. This clinched the matter, and prevented the possibility of reading being anything but the mechanical pronunciation of words.

The question will be asked "What is the use of reading?" and the answer is, "That we may get thoughts from the written or printed page, and convey these thoughts to others in the language of the author." The main object is no longer the word, but the thought. So the old method is gradually becoming obsolete, lingering in out-of-way places and defended only by teachers as really dead to the thought of the age as lately discovered mummies.

The new method, however, demands new matter. This volume is to meet this new demand; it was prepared by Prof. James Johonnot, the well known conductor of institutes. The advance sheets show it to be a collection of articles upon various topics embraced in the general subject of Natural History, accompanied with many beautiful and appropriate illustrations. The information is of such a character as to excite curiosity and lead to make further investigations in the same direction, and thus promote one of the most important ends of all education. While every part is excellent, we think that the articles under the general titles of "Queer Little Folks" and "Our Forest Choristers" are calculated in an eminent degree to open to children a new world of observation and thought which is at once delightful and elevating.

SHELDON'S GRADED EXAMPLES IN ARITHMETIC. First Book, by M. F. Swarthout and M. A. Farnham. New York: Sheldon & Co.

This volume is a part of a series with graded examples. It is planned to supply paper on which to perform the examples. This book is for the second grade; it covers the subject of multiplication.

MENTAL SCIENCE AND METHODS OF MENTAL CULTURE. By Edward Brooks. \$1.50. Lancaster, Pa: Normal Publishing Co.

The author has been the beloved and distinguished principal of the Millersville, Pa., Normal School for many years. His work on "Normal Methods of Teaching" showed the patient and philosophic mind to the public. He has in this volume undertaken a needed work, for while there is no lack of works on mental science, there is a decided lack of works that make the subject at all plain. We are stating no news when we say that the student lays down his text-book on mental science without any power to connect the description in the book with the operations of his own mind. It may be asserted that the difficulty of the subject prevents the complete understanding of it by the student. This is one fact, but there are no books that present the matter as it might be presented.

We do not venture to say that this volume is a perfect text-book; but we think it is an advance upon any other we have seen for use in the school-room. It connects a description of the mental faculties and the culture of them—a very important thing. Every part of the book seems fitted for the school-room; it is suited for lesson learning.

The book is based on Hamilton's system—and that is generally accepted in this country. It claims to unite with this the best thinking of the German school. We cordially commend this volume.

A VISIT TO CEYLON. By Ernst Haeckel, professor in the University of Jena. Translated by Clara Bell. Boston: S. E. Cassinos & Co. \$1.50.

Speaking of Prof. Haeckel and this book the *Pull Mall Gazette* said: "All his aggressive Darwinism has been laid aside for the moment and he comes out in a fresh role as a word-painter of charmingly idyllic tropical pictures. Visitors to the tropics generally may be roughly divided into two great classes, the grumblers and the enthusiasts. Prof. Haeckel belongs to the latter and more agreeable, though perhaps less really representative division." After a careful examination of the book we readily subscribe to this praise. It is without question one of the most entertaining diversions in natural history and travel ever written. The description of the tropical journey whose incidents were constant revelations in animal and vegetable life, is truly unflagging in its interest. The succession of surprises charms and enlists the reader in much the same way in which it must have charmed the observing naturalist himself, so accurate and yet so enthusiastic is the language of the account. The author might be singled out from among all scientific travelers who have written books, for, while he talks as no one but a true scientist could talk, yet he never pursues the prosy train of scientific discourse. Thus there is a delightful originality and the



reader will be so well pleased with the visit that he will be disposed to vote Prof. Haeckel both scientific and non-scientific. Perhaps with science as with the highest art, the secret of its best success may lie in self-concealment. This translation is in excellent contemporary English and should insure the volume the same permanent lodging in an American or English library that has been obtained by the original work in the German library.

**COMPETITIVE WORKMEN.** By Faye Huntington. New York: J. N. Stearns, Agent. \$1.00.

This is a new book for Sunday-school libraries and home reading, just published by the National Temperance Society, written by Faye Huntington, author of "Mr. Mackenzie's Answer" and "Ripley Parsonage." No better book of its class has lately been published. It shows how a thriftless country town, noted for its cider-drinking and manufacture, ignorance and disregard of the Sabbath, was changed in every way for the better, through the efforts of two earnest workers—one a well-educated school-teacher, an enthusiastic advocate of education, temperance, and morality; the other a German lad, poor in this world's goods but rich in his love of right and duty.

**MARTIN THE SKIPPER.** By James F. Cobb. New York: Thomas Y. Crowell & Co. \$1.50.

Avowedly a book for boys and seafaring people, "Martin the Skipper" combines a wholesome story of stirring adventure with moral forces, in a proportion that avoids alike sensationalism and sermonizing. There is, it is true, the usual and inevitable contrast between the good boy who grows up to be a useful and happy man and the bad boy who comes to grief morally and financially; but then the interest is not all deadened, and the incidents seem nowhere to be forced. It is an interesting tale of the sea, abounding a great deal more in narrative than in description. Not every writer of sea stories is, in point of descriptive power, a Marryat or a W. Clarke Russell, and Mr. Cobb well appreciates the truth of this. Very little of sailor vernacular is employed. "The story is one that can be read with interest by adults as well as by the young, and can be honestly commended as sound morally and bright intellectually."

**THE RED LETTER EDITION.** (1) POEMS OF GEORGE ELIOT. (2) LADY OF THE LAKE. (3) AURORA LEIGH. (4) POEMS OF ROBERT BROWNING. New York: Thomas Y. Crowell & Co. \$1.25 per volume.

One of the most alert and progressive of our publishing houses has issued in these four volumes a remarkably attractive and inexpensive edition of universally read classics. They are uniform in size, binding, stamping and printing, varying only in their contents and the color of covers. Their brilliant outward appearance is only enhanced by the excellence of type and paper within, the delicate red line bordering each page and giving the name to the entire edition. As gift books, or as staple volumes for the home library, these books may be heartily recommended.

George Eliot's poems appear to better advantage than ever hitherto. The best known and admired of her short poems are included, and "The Spanish Gypsy" constitutes the latter half of the volume.

Scott's "Lady of the Lake" will be found in the most authoritative text, admirably printed and illustrated, also with introduction, notes and appendix.

The favorite poem of Elizabeth Barrett Browning, "Aurora Leigh," is published in its perfect completeness, in large, bold type, finely illustrated.

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A true encomium that may be pronounced on this Red Line edition is that while the volumes are free of all "cheapish" appearance, they are, in fact, as cheap as such books can possibly be made.

**UNDERGROUND RUSSIA: Revolutionary Profiles and Sketches from Life.** By Stepniak. Preface by Peter Lavroff. New York: Chas. Scribner's Sons. \$1.25.

Stepniak, the author of this volume, was the editor of a revolutionary journal until its suppression, and intimately acquainted with the leading spirits of the revolution, including the assassins of the Czar. The book is therefore as authoritative as the reader could desire it, and the description of the Nihilists, their leaders and methods of operation, given with such remarkable fidelity and detail, may be relied on. The contents embraces a number of biographical sketches, including those of Jacob Stefanovic, Vera Zassulic, Peter Krapotkine, Clemens, Perovskaia, and other notorious conspirators; also several descriptive sketches of various attempts at assassination, escapes from prison, secret conclaves, etc. The

reader may consequently derive a complete impression of Russian Nihilism from these pages. It is not expected that the SCHOOL JOURNAL will devote great space to this subject, but there is room for us to say that, as Nihilism has become an important part of the history of our own times, it is worthy the attention of pupils in history. The Nihilist cause is summarized as follows: Complete freedom of the press, complete freedom of speech, complete freedom of public meeting, complete freedom of electoral addresses. "These," said the address to the present Czar, "are the only means by which Russia can enter upon the path of peaceful and regular development. We solemnly declare before the country and before the whole world, that our party will submit unconditionally to the National Assembly which meets upon the basis of the above conditions, and will offer no opposition to the government which the National Assembly may sanction."

#### NOTES.

The July *Century Magazine* has illustrations of roses which are marvels of engraving.

The author of "Vice Versa" has written another story, entitled "The Giant's Robe."

John Russell Young, American Minister to China, is now engaged in collecting material for a work on that country, which he hopes to publish within two years.

The Rev. Edward Everett Hale is thinking of writing a history of the Pacific Ocean and its shores. It is reported that he has been collecting material for the work for forty years past.

The Macmillans announce for early publication: Mr. E. A. Freeman's essays entitled "English Towns and Districts" and "The Conquest of England," by the late John Richard Green.

The *American Art Journal* as edited and managed by Mr. William M. Thoms, occupies a field of journalism in this country in which it is without a peer, and has long been regarded as the highest authority on the subject of music. It becomes of age this year, being past its 21st year.

We have previously commended the exquisite "15 cents" Riverside Literature Series published by Houghton, Mifflin & Co., Boston and New York. Numbers 7, 8, 9 and 10 just received at our table fully maintain, if they do not enhance, the excellence of the earlier numbers. These four volumes are devoted to Hawthorne and include many of his most readable pieces of prose.

The Rev. Dr. Robert Collyer, argues in *The Critic* of June 16, in favor of a closer sympathy between church and state, than has existed for several centuries. "The mutual good-will we would fain see established between church and state, when you find your way to the heart of it," he writes, "is just good-will between the mother and the daughter, and the desire on your part and mine, that after this long estrangement they should kiss and be friends."

Moses King, Cambridge, Mass., sends us his entertaining publication, "Students' Songs." It contains many of the favorite college songs, words and music,—so constantly "warbled" by the young men of Harvard, Princeton, Yale, Columbia, and other colleges. There is much rich humor in some of these songs and collegemen the land over will always cherish them as old friends. Such songs do not usually find their way into the publisher's hands and 50 cents sent to Mr. King for a copy of this collection would not be regretted.

Mrs. Jane G. Austia, the author of "A Nameless Nobleman" and other famous stories, has prepared a very piquant and delightful book called "Nantucket Scraps," describing the ocean-bounded "Purple Island" off the Massachusetts coast, with its quaint customs and legends, its breezy downs and grand Atlantic scenery. Every one who has visited or would like to visit this picturesque old summer resort, should buy "Nantucket Scraps."

At the fifty-eighth anniversary of the American Tract Society, recently held in New York Society, the annual report was made, showing the immense work done by that great organization. During the past year the society has circulated seventy-six millions of pages of printed matter! To print and circulate this, the society expended, over and above the receipts from the sales of its publications, the sum of \$116,975.73, made up in legacies and other gifts. The Standard Library enterprise is doing even more wonderful work, averaging during the year an issue of 30,000 copies of each of twenty-six books, each book containing an average of 300 pages. This will make an aggregate of 156,000,000 of pages of printed matter—more than double the number of pages, including books of all kinds and tracts, printed by the American Tract Society last year!

#### SUPPLEMENTARY READING.

The tendencies in educational advancement seem to point out more visibly than ever the need and uses of reading to supplement that which the pupil usually obtains in school. Two especially noteworthy facts direct attention to this auxiliary method, namely, the spread of evil reading and the favor with which teachers receive the proposition to teach grammar by some other means than what is frequently to the learner a series of unintelligible formulae. It will not be at all strange if grammar shall at some future time be acquired by the pupil substantially, if not entirely, from his acquaintanceship with the best authors, but this will not limit the benefit of supplementary or outside reading on the part of the pupils, for its good is much more extensive.

To those who may object to the introduction of pupils to the standard English writers, on the ground that they are too young generally to reap any benefit from such acquaintance, a logical and conclusive answer could be easily given were it deemed necessary. The truth about it all, it is a matter of association and absorption. The objectors could with equal reason raise objection to their pupils' associating with older people at home, at school, or elsewhere, and may see just as distinctly harmful influences in the companionship with their parents or grandparents.

It is the oldest kind of a philosophy, one whose golden precept comes down to us well preserved in apt proverbs and pointed mottoes. The selection of friends, the formation of one's associations, what company he shall keep, the choice of companions, and all kindred ideas have always been and will continue staple subjects of instruction to boys and girls. If the moral advantages of discreet associations are so pronounced, why should not intellectual advantages arise in like manner?

Renewed interest in outside reading is taken as the facilities for it are improved. Teachers begin to make suitable allowance for it in the amount of study required from the pupil, and publishing houses are recognizing the new demand.

Among the valuable volumes now extensively used in schools "American Prose" and "American Poems," by Houghton Mifflin & Co., are to be commended, as they are admirably adapted for the purposes enumerated. Seeing is learning, as a general rule, and the best way to learn about the standard English and American writers is to actually see and read their chief works. While school hours are too limited in their duration to admit of any very extensive teaching in literature, a taste may be formed in a comparatively short period.

A supplementary or outside course of reading under the supervision of the teacher may be productive of great benefits, and it may be urged with confidence upon teachers.

**A SMART FELLOW.**—A Pittsburgh iron firm purchased a lot of condemned bombshells for old iron. The shells were not loaded, but in order to melt them it was necessary that they should be broken up. This was attempted with sledge hammers, but the laborers made but little progress and it was finally given up as a bad job. One day a long, slim Yankee came along and said:

"I understand you have a job for a man here."

"Yes," was the reply; "we want that pile of bombs out there broken."

"How much will you pay?"

"We will give you six and a quarter cents apiece if you will agree to break them all."

"I'll take the contract," answered the Yankee.

The day was a cold one and the thermometer down to zero. The Yankee laid every bomb out on the ground with the hole up. He procured a bucket, filled them all with water, and said he would call around in the morning for the money. Every one was much mystified, but in the morning he found the water had frozen during the night, and had broken every bomb into at least a dozen pieces.



# Boards of Education.--School Officers. TEACHERS.--SCHOLARS.



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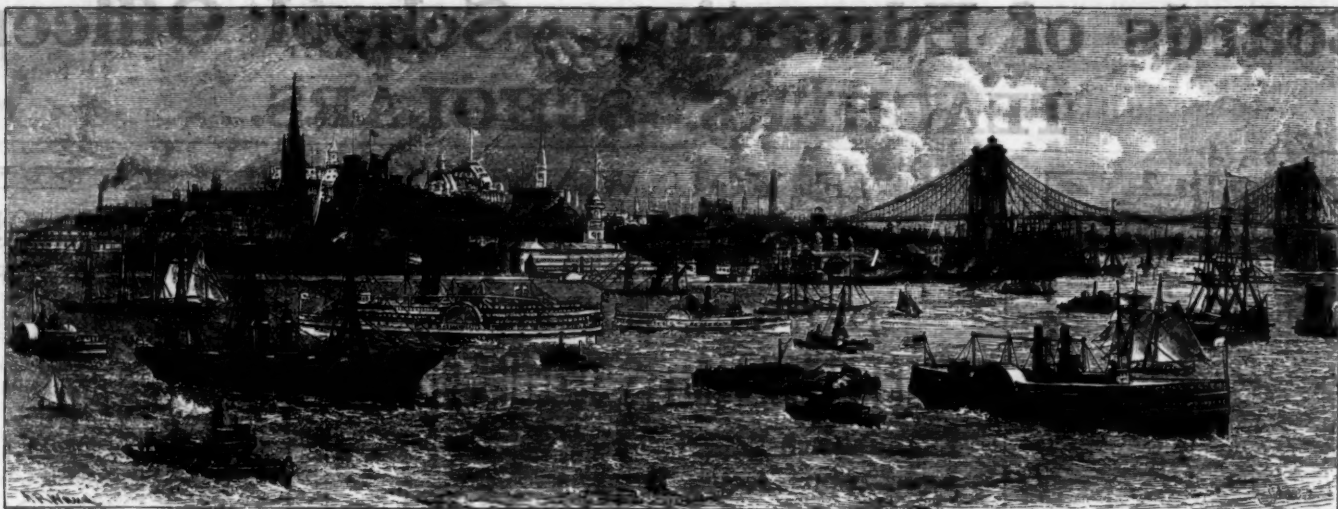


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### THE NEW YORK AND BROOKLYN BRIDGE.

The completion of the great suspension bridge which connects the first and third largest cities in the United States, New York and Brooklyn, was celebrated on the 24th of last month, as the consummation of an important engineering enterprise, and the final supplying of a popular want.

The huge structure makes a conspicuous addition to the view of New York as had from the bay below the city, or from on board incoming and outgoing steamships. Its tall towers, and the graceful, festoon-like wire-cables proceeding from them, appear in fact as a grand, royal highway which joins the cities into one; a gigantic Rialto for the busy trades-people and everybody.

This bridge feature of a distant view of New York has long been missed by travelers. The eye seems to naturally expect it as a part of the picture so largely contributed to by church spires, chimneys and house-tops.

The work of building the bridge was commenced January 3, 1870, though the company organized for that purpose had been incorporated three years before. The direction of the work was left to the engineer, W. A. Roebling, whose father, J. A. Roebling, had planned and estimated the structure, but soon afterwards died. After thirteen years and five months, a period interrupted by several long delays owing to non-supply of steel and other materials, the great edifice received its finishing touches, and was opened to the public amid rejoicing and jubilation.

Those who have not seen the bridge may best imagine it with the help of statistics, while those who have looked upon its colossus-like proportions may be helped in their impressions of it by the same means.

The cost is about \$15,500,000. The length between anchorages is 3,500 feet; between termini, 5,989 feet, and between the towers, 1,595½ feet.

The towers are 274 feet high.

Amount of wire in the four cables, 6,928,346 lbs.  
Amount of wire in one cable, 1,732,086 lbs.  
Solid section of each cable, 144,834,000 square inches.

Strength of one cable, estimated at 170,000 lbs. per square inch, 24,621,780 lbs.

Strength of the four cables, estimated at 170,000 lbs. per square inch, 98,487,120 lbs.

Weight of each cable 800 tons.

Weight of New York tower 125,000 tons.

Weight of Brooklyn tower 93,079 tons.

The weight of the whole suspended structure (central span), cables and all, is 6,740 tons, and the maximum weight with which the bridge can be crowded by freely moving passengers, vehicles and cars is estimated at 1,380 tons, making a total weight borne by the cables and stays of 8,120 tons in the proportion of 6,920 tons by the cables and 1,190 tons by the stays. The stress (or lengthwise pull) in the cables due to the load becomes about 11,700 tons, and their ultimate strength is 49,200 tons.

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"The world is at present very well supplied—in fact, over-supplied—with women who endeavor to support themselves by the needle. What do we find? The most that can be secured for the worker is fifty cents a piece for cutting and making a night-shirt, the work on which would take up at least two-thirds of a day. Even if the supply of work was steady, which it is not, it would barely yield at this rate \$4.50 per week. Small undergarments for babies bring only 43 cents per doz., and it is not possible to make more than about a dozen in a

long day. For ladies' undergarments 60 cents per doz. is the price paid; seven is the limit of a day's work.

"The case is little or no better with those who work at dressmaking. Thousands of women and girls in this city toil hard from early morning until six, eight and ten o'clock at night with only a half hour for luncheon, for \$6 or \$7 a week. The sewing-woman is already so numerous that employers can dictate the cruellest terms, and there always are to be found many unfortunate creatures who are only too glad to accept them.

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If we turn to the "wanted" columns in our daily papers, there will be found any number of inquiries for men to accept positions of responsibility and trust in factories, offices, stores and banks. These advertisements appear even at times when the streets are crowded with men looking for places. The parties advertising have scores of answers to their inquiries. Some of the applicants offer to work for almost a song, and yet the chances are that out of the large number of the applications not one person will be found to answer the requirements of the advertiser. The trouble is the lack of necessary qualification. The simple truth is that there is a scarcity of the best talent and skill, whether it be required in the workshop, the store, or the bank. Most men think only of themselves when learning a trade. They say that if they put in their hours and draw their pay, that is all they need care for. But here they are mistaken. Always when there is a scarcity of work, these men find themselves pitted against their more efficient companions, and the latter always carry the day. In times of trouble who are the men first dismissed? Not the best workmen, the most faithful and industrious. No; but the careless, slipshod workmen, who are accomplished only in knowing how to consume their time. Some workmen spend a third of their time in undoing the errors and correcting the mistakes. It is this kind of labor that creates the greatest trouble between the employer and the rest of his help. It is these men who are always talking of the wrongs of the laboring men, and who occupy the most exalted places in the trade and labor associations.

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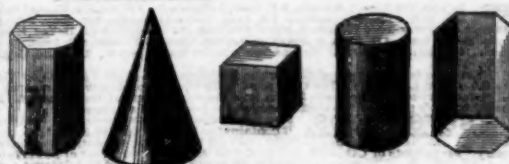
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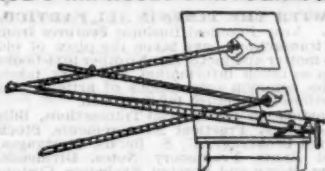
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The best time one can ever have to commence his earnest life-mission is this very commencement season; if he will turn his thoughts in upon himself and his purposes, he will be doing his first duties towards himself and his fellow-beings.

PROF. J. B. THOMSON.—James Bates Thomson, the author of a number of mathematical works, died in Brooklyn, June 23. He was born in Chester, Vt., and was graduated from Yale College in 1834. His first mathematical work was an abridgment of "Day's Algebra" to meet the wants of schools and academies. He removed to this city in 1840 and began the preparation of his "Practical Arithmetic," which was for many years the standard arithmetic in our public schools. During his life Dr. Thomson wrote and published 20 mathematical works, including algebras, a geometry, and a book on the metric system. His latest work, a "Commercial Arithmetic," is now going through the press. Clark & Maynard were his publishers. He received the degree of LL. D. from Hamilton College in 1853, and from the University of Tennessee in 1881. He was a man of simple yet beautiful character.

PROF. CHARLOTTIS, the business manager of the SCHOOL JOURNAL and TEACHERS' INSTITUTE, left for Europe on June 27, for an eight weeks visit to his friends and relatives. Though a native of France he is thoroughly attached to America and her institutions. His management of the interests of the JOURNAL and INSTITUTE have won him hosts of warm friends; they and the publishers wish him *bon voyage*.

ILL.—The supervisors of Edgar County have given \$300 for a summer institute.

IOWA.—The laws of Iowa make it the duty of school directors, to maintain an industrial exposition in connection with each school. These to consist of samples of sewing, cooking, drawing, iron and wood-work, and all useful articles, as well as farm and garden products; these to be held in the school-room on a school day as often as once a term.

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





Dr. P. P. Gilmartin, Detroit, Mich., says: "I have found it very satisfactory in its effects, notably in the prostration attendant upon alcoholism."

## IT SHOULD BE UNDERSTOOD

That the **ELLSWORTH SYSTEM OF PENMANSHIP** is not the *Spencerian, Payson, Dutton & Scribner*, nor any imitation of them. It is an original and independent system, published to afford the public a BETTER and more PRACTICAL method than others offer, and not a mere business speculation. Its author, H. W. Ellsworth, is a practical penman and teacher of long and varied experience in Business Colleges, public and private schools, and is thoroughly posted in the requirements of business penmanship and the theories of education and teaching for the past twenty-five years. He has conscientiously consecrated himself to the *life work* of developing and improving not ornamental penmanship, which is superfluous, but *practical penmanship*, which is the demand of this age. He could not justify himself in publishing a book or series of books to appropriate the labors or field of others, although money is easily won by so doing as is daily seen, but he has sought to benefit the world as well as himself legitimately, by publishing the best results of his studies in improvement and discovery of methods not heretofore known or employed by authors. This should entitle his system to a careful and intelligent consideration, and comparison with others to the end that the best books may be selected for our children books which shall so combine theory and practice that the art of *practical penmanship* shall be developed instead of an artificial arrangement of letters artfully contrived to flatter and deceive the pupil, parent and even examiner himself.

This may sound like strong language and claims such as any author could easily make, and therefore, to be more specific, and in *proof* of these claims we will proceed to show wherein they consist.

1st. In 1861, prior to the publication of the Ellsworth System, Spencer, P. D. & S., and all other systems then published, taught that all Capitals and Loops should be *four times* the length of the *body letters* of the writing. This, Ellsworth observed, differed radically from the current practice among business writers and was one of the characteristic signs of the craft. He reduced capitals and loops to a scale of *thirds* instead of *fourths*, and every subsequent revision and author perceiving the old ground untenable, immediately followed him. Ellsworth then remarked the increasing and quite general employment among business writers of *abridged* Capitals often partaking of the form of the small letters and but little above them in height. He followed custom and introduced such letters as *Current Capitals* in his system, and after a short contest before, or rather with the public, other authors went so far as to throw overboard many of the standard forms for the current abridgments, thus depriving the pupil of a *sight* of many orthodox capitals which are as easily made and better looking, and have noble ancestry as well as current usage to back their claims to retention, as standards, at least.

For instance, the natural, easy  abandoned for ; graceful  for dumpy ; swan-like  for chaotic  etc., and, to establish

their sublimity, out-*Ellsworthed* Ellsworth, by claiming to be the Grand Original, to the confusion of the original himself.

In 1862, perceiving the utter lack of any text-book upon the subject of teaching penmanship and the lack of any methodical presentation of rules and principles of the art as observed by the best teachers, Ellsworth conceived his "TEXT-BOOK OF PENMANSHIP," containing all the established rules and principles of the art, and published it in a volume of 232 pages, octavo, with cuts and illustrations in white letters upon black background, in imitation of blackboard writing, followed by Charts of similar character. This created a panic among the cognate authors, and no time was lost in preparing Keys, Manuals, and Charts from the inspiration of the TEXT-BOOK, to match their Copy-Books. Again, observing the practice of experienced teachers of holding the pupil's hand in their own, and tracing over the forms of letters first written in pencil, Ellsworth reasoned that such a method universalized would greatly aid in initiating beginners, and accordingly a series of TRACING BOOKS was published in 1867, which opened the field for a competing series by every author upon the subject.

But it is not merely to substantiate his claim to the introduction of new and improved methods which, having been copied and accepted, became thus acknowledged; but to having developed in his system various *internal* changes over the current notions of both authors and teachers which are of equal value and importance in the eye of the educator, but which are still unappreciated by those trained to the old methods, as unfortunately the body of teachers have been, and hence their repugnance to a change of standard, however slight or improved. For instance, not only the length of loops but the *slant*, *spacing*, proportion and shading of letters as well as the *grading* of copies have been revised in the light of improved artistic and educational principles until the crude and unartistic *spade* dist of the "knight of the quill" whose ruler and compasses were in his eye, have been superseded by the simple, demonstrated rules of art. To be specific, Ellsworth has adopted but two sizes for the body letters, viz.: Large-Hand in No. 1 and Common Hand in the remaining numbers. His "large-hand" is merely of such size as will enable each part of the short or body letters to be distinctly *in*ected by the pupil and its construction easily pointed-

out; and also to serve as the basis for such writing as headings, notices, and prominent writing in after work. The "hand" is then reduced at once to the common hand for current usage and all subsequent practice tends to confirm and consolidate it for every day use. This it will be seen, is more practical than maintaining an unnaturally large hand—larger than necessary: tending to confirm that in place of common hand, which is the *desideratum*. Another innovation which will be noticed is the establishment in the Ellsworth system of a definite system for *spacing*, *slant* and *proportioning* both letters and their constituent parts in accordance with natural and scientific rules. Prior to 1867 the *ce* had been no settled rules for spacing or proportion other than empirical rules and observations laid down by authors and teachers without any scientific guiding rule or demonstrated principle, and hence each author and teacher had different and conflicting standards which they did not themselves follow in practice, but which were enunciated as an acknowledgment of the necessity for such rules and to maintain at least a *show* of science in their system. Ellsworth investigated this field and discovered that the proportions of the well known triangle 3:4:5 employed in navigation, surveying, etc., contained a natural as well as scientific foundation for each of the essentials *slant*, *spacing*, and *proportion* of letters which would clear up and dissipate the twilight in which they stood enshrouded. He proceeded to demonstrate mathematically, the true degree of slant, relative distance, and length of strokes in letters and proper spacing of letters and words until script is as well defined as print, in his later works. Other authors have undertaken to imitate these features, but a comparison and proof of the result of their rules will show that they are still in the fog and without a compass. The result of this discovery establishes a more *condensed* hand than is contained in other systems—the letter *n*, for instance, being an upright rectangle, instead of a square, the artistic effect of which is much better combined in words, the forms of which constitute horizontal rectangles.

Another improved educational feature introduced by Ellsworth, and criticized by teachers enthralled by custom rather than governed by their professional precepts, consists in the rapid *grading* of the copies of his system within the various Numbers, so as to conform to both the popular demand for a speedy use by the pupil of all the letters of both alphabets and the *true law of education* by which growth is attained, not by a steady strain up an *inclined plane*, as illustrated in other systems, but by a succession of *heroic rising efforts* from the simple to the complex, with a period of relaxation or rest intervening, not unlike the ascent of a stairway or the overlapping of shingles upon a sloping roof. This is literally *EDUCO*—a *drawing out* process, which develops power in the pupil and furnishes both review and a foreshadowing of the future heights to be attained.

But the adoption of *cap*, *letter*, and *note* width of ruling in his copy-books as the standard in place of *sermon* width, which had hitherto prevailed, exposed the fictitious and extravagant as well as impractical character of other writing-books which require extra labors of the teacher to supplement their deficiencies by special drills before pupils can do themselves justice on common ruled paper. Moreover, by reason of the fewness of lines upon a page the cost of such copy-books is greatly enhanced by increasing the number of books required to develop the system. This discovery, with the prevailing complaint of the multiplication of Numbers, enabled Ellsworth to inaugurate another reform by reducing the number of books in his series to the *minimum*, and yet give nearly as much practice therein as can be obtained in other series of *twice* the number of books. Another benefit growing out of reduction of books to the *minimum* was the suggestion, not previously encouraged, that the pupil might and *ought* to learn the essentials of the art of writing *speedily* and reduce the letters and principles to every-day practice by performing the exercises of school without the aid of a set copy and under the eye of the teacher instead of imitating head-lines for an indefinite period, and at the same time, perhaps confirming an *entirely* different style by practice in school work. This he has duly provided for in his supplementary numbers. But the latest improvement consists in breaking away from the objectionable features of the old copy-book form of binding and allowing each sheet to lie flat and be easily separated from the book or other sheets without damage, or be reversed under the book when written. Every teacher will bear witness to the instinctive attempt of the pupil to fold back the leaves of the ordinary book to reduce the space covered by it on the desk, which suggested to Ellsworth the desirability of this invention. Also the plan of *interleaving* blank practice or trial-paper between the pages of the book at once systemizes a prevalent custom in teaching, opens the door to more freedom from servility to the copy, and latitude to the teacher to regard the copy as a text for dictation of similar work or imitative exercises.

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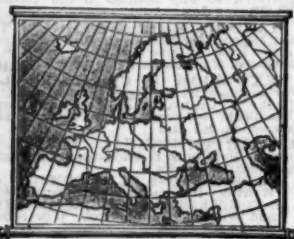
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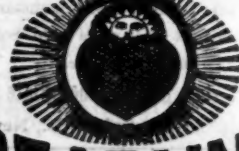
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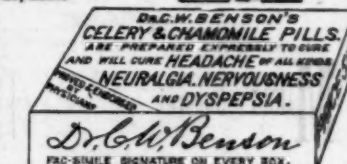
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